

Educational Supplement

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Cuban Diary

If last week's World Youth Festival in Cuba is anything to go by, the definition of youth is subject to startling political and geographical variation. Among 23,000 "youths" who descended on Havana for the international jamboree were Soviet and East German delegations some of whose members exuded an air of middle-aged well-being quite out of step with the callow boyishness of their Cuban counterparts.

For socialist countries, of course, the festival, sponsored by the World Federation of Democratic Youth and launched in Prague three decades ago, are establishment events of the first order. Such nations spare no expense to jet in their cadres of loyal party technicians so they can spruce up their diplomatic skills and impress the Third World delegations.

Western delegations, on the other hand, are a muley crew. Generally their participation in a communist-organised festival is frowned upon by politicians at home, government money is not available, and the majority of delegates belong to left-wing groups with little or no influence in domestic mainstream politics.

The British delegation in Havana this year was, however, slightly out of ordinary. Admittedly it received no financial aid from either the British Council, or the Foreign Office, but it did contain leaders very much immersed in mainstream British youth politics. Among such luminaries were Trevor Phillips, "non-aligned" president of the

National Union of Students, and Mr Peter Mandelson, chairman of the British Youth Council and an ambitious member of the Labour Party.

For Mr Mandelson, the 10 days in Cuba were pretty ones. He had resisted heavy pressure to withdraw the highly respectable BYC from what Bernard Levin had described in *The Times* as "this insubstantial enterprise". In the end the BYC agreed to go to Havana only on the understanding that its representatives would miss no opportunity to champion the cause of human rights in the Soviet Union, and introduce much-needed "balance" into a festival dedicated to "anti-imperialist peace and solidarity".

The problem in Havana, however, was that the Youth of the Year Council and the predilections of the



A plethora of contradictory leaflets from the British billet

young people who found their way onto the official British delegation were not entirely similar. A full 60 of the 180 delegates, for example, objected to their leadership's decision to issue a leaflet criticising the recent dissident trials. Pleased Caribbeaners found themselves reading a plethora of contradictory leaflets emanating from the British billet in the Hemingway village of Cojimar.

Messrs Phillips and Mandelson held the line. The Soviet Union was duly criticised and was duly bigger. The delegation also took advantage of the festival's extraordinary abolition of requiring unanimous agreements on every motion to veto a communiqué describing capitalist countries as being in a state of profound crisis.

Just what impact Britain's bumble bee tactics had on the sprawling festival is hard to say, however.

Most of the 22,820 delegates from other countries were too busy bawling carnivals, parties, and solidarity meetings to pay much attention to the flimsy propaganda of the English camp. Even Fidel Castro,

asked by an enterprising BBC correspondent what he felt about the festival, only beamed through his beard, and proclaimed that the young people appeared to be "very nice indeed".

The Youth Festival was an opportunity to show how a socialist country with a grinding bureaucracy is able to mobilise its entire national resources to stage an international event on a large scale. Foreign language students from all over the island were drafted into the over-dominant role of interpreters and guides for more than 1,000 journalists and broadcasters. Their teachers acted as simultaneous translators in six separate debating centres, and schools and teacher training colleges in and around the capital were turned over to the foreign delegations during their stay.

But what most impressed the press corps was the incongruous voyage by modern hydrofoils to the Isle of Pines, Roberto Louis Stevenson's original Treasure Island and now part of an extraordinary Cuban educational experiment.

The island is about the same size as the Isle of Wight, highly underdeveloped and surrounded by a barrier reef of eroding limestone. Before the revolution it housed Cuba's notorious "model prison" in which Castro and most of the revolutionary leaders, including the present Education Minister, José Fernández, were incarcerated following the bloody and abortive assault on the Moncada Barracks in 1953.

In a uniquely Cuban response to the twin problems of agricultural and educational underdevelopment, the Castro government has renamed the island the Island of Youth, and dotted its rugged hills with some 43 boarding schools, whose pupils tend extensive new citrus groves as part of their school day. By the 1980s Stevenson's treasure island will contain 80 boarding schools of 500 pupils each, bringing the pupil population of the island within reach of its adult population.

The Isle of Youth has a long idealistic history. In the early 1960s Che Guevara tried to establish it as a Utopian community of children and students living in a money-free society. That attempt failed, but this "Isle of Ideals" lives on. Among the schools sprouting on almost every hill on the island are special schools for young African children from Namibia, Ethiopia, Rhodesia and Angola.

These children will be allowed to grow up and receive a full education on the Isle of Youth before returning, if they want to, to their own country.

A sign of the importance attached to the festival by the Cubans is that the government's decision to unveil the occasion as an excuse to unveil



Establishment event. Yassar Arafat speaks at the Eleventh World Youth Festival.

a new "code on children and youth" which became part of Cuban law during the celebrations. With 116 articles setting out the rights and duties of all young people and students under 30, the code constitutes a unique manifesto on the role of education in communist societies.

Article 33 stresses the importance of Marxism-Leninism. "Youth has the duty to deepen its knowledge of this scientific concept of the world as the necessary basis for all progress and to maintain an attitude consistent with these principles."

Most Cubans are fiercely proud of the achievements of their revolution, and particularly of the system since 1959 of a universal term of free education. In 1980, 800,000 Cuban children were attending school, and in 1959 teachers were unemployed. Now, however, the number of teachers has risen from 22,000 to 186,000 and the rampant literacy of pre-revolutionary days has been virtually eliminated.

Among the Cuban journalists at the festival was a former teacher, Morla Cardenas, who plays a part in taking education from the affluent urban areas to the rugged Sierra Maestra mountains, where no schools existed before the revolution.

When children arrived at the first school in the region, she recalls, they were unshod and had to be persuaded to make clothes for them. As much time was spent in teaching them to use cutlery as to read and write, and when they were taken to Havana for the first time, the children were unable to wash. She was amused that the Caribbean was merely an unusually large river.

Peter Davis

The Isle of Pines... now has 43 boarding schools

Like the cultivation of art and literature, the article champions the inculcation of "deep economic awareness and a producer's mentality that implicates in their the habit of saving... devotion to the cause of socialism and communism and loyalty to the working class and the Marxist-Leninist Vanguard, the Communist Party of Cuba"

West leads the ace of clubs on which East plays the 2, and continues the suit, dummy's queen winning. If the contract depends on East having the king of spades, a straight 50-50 chance, but anyone who takes the trump finesse deserves to go down. Instead, a trump to the ace, leaving West's singleton king, is pretty well mandatory.

It is not after all, very hard to work out which side makes the best of a free entry to dummy. The dealer seriously has hoped that East's 2 of clubs was a singleton, since in that case South would have made his jump to slam not only making the king and queen of trumps, but also holding three losing clubs.

Any red suit lead by West will be what by declarer, who will then be forced to lay down the ace of trumps. West can also see that the only way declarer can get to dummy

Next week

Mrs Neville on education in Egypt; Pamela Cooley on art; Artists in Schools scheme.

This week

Oil money for education

Part of the extra cash from North Sea oil should be used to expand education and provide more jobs for teachers, says the agreement between the TUC and the Labour Party.

Hard sell

Americans use the "back-to-school" label to sell anything from thermoses to televisions. Will it happen here?

Confrontation in France

France's teacher unions and Ministry of Education are squaring up for a battle royal over the reform of secondary education.

Film north

Edinburgh has been constantly asked as far as film is concerned. Nicholas Wapshott previews the Edinburgh International Film Festival.

Better reds

The artist Terry Frost spends a colourful day in an outer London secondary school. Pamela Cooley reports.

High Street picnic

The children's bookshop that does a traffic jam in Kensington High Street by attracting so many people to its 'Reddy Bears' Picnic sells toys, shows films, and arranges talks. Carolyn O'Grady reports.

Acting out

Adam Hopkins goes to Herefordshire to look at a Discovery Drama Centre.



Take Pilkington here, for instance—school milk never did him any harm.

Leaders, 2; School to Work, 5; sport, 8; foreign, 9; letters, 10, 11; footnotes, Egypt, artists in schools, 12, 13; review, film festival, March, 14; books, Frances Hill reviews Red Gold, classics, economics, children's literature, sport.

A hand-out by the back door

Attempts by the Greater Manchester Council and Cambridgeshire County Council to use powers under the Local Government Act, 1972, to aid people seeking places at independent schools, are calculated to arouse the wrath of the Labour Party, particularly in the pre-election atmosphere. In Manchester, the Labour Party is in a minority, but in Cambridgeshire (and probably elsewhere) clearly have in mind the promises which the Conservative Party nationally has made about reducing the direct grant. They believe they have found a loophole in the extremely wide terms of Section 137 of the Local Government Act of 1972, which is subject to the court action which the Labour-controlled Manchester City Council is bringing to test this; they are using the constituent rights of a democratically elected local authority to cock a snook at the party in Westminster.

Realists, true, however, that they are deliberately seeking to nullify the effect of the 1976 Education Act, and the challenge being political rather than legal, the outcome depends on the resolution of the political deadlock in October when the country votes Labour back in. As it is, the Labour Party in Manchester and Cambridgeshire is expected to get clobbered. If there is another election, or if the Conservatives win, the order of the day will continue to be "compromises with compromises" and the "compromises" of selective education will get a new lease of life. It will be a pretty messy business, but then it looks as if neighbourhood comprehensive schools will be pretty messy, with their contrasts in quality, dependent on the dif-

Bright children said to be suffering in complicated banding system

How ILEA parents lose out in first choice stakes

by Wendy Börliner

Parents living in Birmingham, Liverpool or Sheffield have a better chance of getting their children into their first choice of comprehensive school than their counterparts in the Inner London Education Authority. The allocation system of choice in ILEA is costing many parents of bright children their school preference. There are also wide discrepancies within Inner London boroughs.

Figures on the transfer of primary school pupils to secondary education within ILEA this September show that a bright child living in Leyton, Essex or Lambeth has much less chance of going into his parents' first choice school than does his counterpart living in Walthamstow or Greenwich.

Within ILEA more than a quarter of children in the top 25 per cent intelligence group failed to get into the school of their first choice compared with only 63 per cent of children in the bottom 25 per cent of the ability range.

Overall, a high percentage of children did get their first choice—85.8 per cent of the 28,726 children in the transfer group—but this was still below the figures achieved by big city authorities, some of which offer substantial choice of secondary schools.

For instance, Birmingham, which is comprehensive except for a small group of voluntary aided grammar schools, placed just over 90 per cent of its parents this year by giving them their first choice of school. In Manchester, where parents have up to four choices based on consortia of schools with the freedom to pick a school anywhere in the city.

In Liverpool, with two thirds of the city reorganized on comprehensive lines and plans for a group of voluntary Catholic schools already being considered informally by the Department of Education and Science, 93 per cent of parents got their first choice.

In Sheffield, where most children are allocated comprehensive schools by catchment areas and are opposed to any kind of intelligence banding which is generally thought to be against the comprehensive principle. They feel the catchment areas provide a good social and intelligence mix which means that no school gets swamped with either bright or slow children.

Only in Sheffield did the system run into trouble briefly about two years ago. Then it was found that two neighbouring schools needed to be developing separate identities, with one school taking more middle class children and the other taking more lower class children.

The catchment areas were slightly altered in the face of strong parental opposition, which has since been down and the balance within the schools is beginning to improve. ILEA's system of transfer is fundamentally different from these other big local authorities, though.

It is designed to give a fair balance of ability in secondary schools, but it also preserves parental choice. Theoretically, parents are allowed to opt for any of the 180 secondary schools in ILEA, but priority is given to oversubscribed schools to children living nearest to the school, or who have siblings at the school, or who have siblings at the school, or who have siblings at the school.



Robert Vignar, ILEA's Tory spokesman: "This is an inevitable consequence of social engineering."

its secondary schools, it hands children in three ability groups. Each secondary school is then assigned an intake in line with the range of ability in each education division. The ability range is worked out on the basis of verbal reasoning tests taken anonymously by all pupils in the secondary transfer group between the November and January of their final year at primary school.

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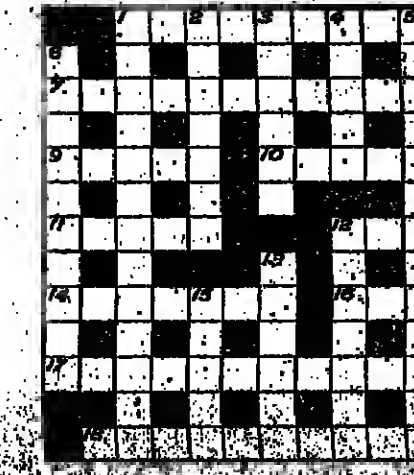
Where there are large numbers of voluntary schools in a division there is often a noticeable reduction in the number of band one parents getting their first choice of school. The figures may be further distorted because, in practice, it is the primary head who suggests to parents what secondary school to pick.

Often, parents of bright children are advised not to go for a school with a high reputation which would have been their natural choice, because the head knows that it is oversubscribed by band one children and there is the risk that the child will fall to get in and possibly end up with an unsuitable school.

Yet some of the former grammar schools are undersubscribed by band three children possibly because parents feel they will not get the technical education that they feel appropriate for their children. A total of 93.7 per cent of band three ILEA children get their first choice school for this September. In Lambeth, the figure went up to 96.5 per cent.

Continued on page 5

Crossword No 1,145



- Flowers that come up to scratch? (8, 5).
- Produces fruit or vegetable? (7).
- Extras in the police force? (6).
- Person of worldly understanding? (5).
- Unlikely support for a down? (8, 5).
- Cleaned in a revolutionary way? (4, 6).
- Does he prepare the refectory table for meals? (3, 7).
- She's married, up the stairs about the river? (7).
- When does he come with the 500 lot? (5).
- Little street on Little Street? (6).
- Is changed his last status? (5).
- Found in Marseilles? (5).
- At home in autumn? (7).
- But do those so disadvantaged find it? (5).
- Box in which open? (5).
- Hope does not mean? (5, 4).
- It's a rather when it's public? (10).

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Bridge

Today's problems will be most rewarding if you cover up the East-West hands. In the first you are South, playing 4 hearts after a Stayman response. West leads the ace of spades, and another to East's queen. East then shifts to the jack of diamonds. What do you do next?

Bridge

have been right to continue the suit. As it was, South should have had difficulty in playing off the two top trumps and making his contract. In the next hand you are playing six spades after a simple auction, two spades, four spades, six spades.

Bridge

is if the missing diamonds are 3-3 so that a third round can be ruffed off the table. Rather than rely on this, the intelligent player makes the finesse easy for South, who should take the Greek gift.

Bridge

Against 6 spades North leads the queen of diamonds. West wins the trump in three rounds, then plays rounds of clubs and reds and ends with the trick and the small forces him to lead a small trump. Which card should he play?

Bridge

Clearly the contract is made if South has the queen of hearts, but it can be made with two cards are split between North and South, no matter which way the cards are split. And the provided West guesses right. And the declarer has a good guess.

Bridge

The opening lead does not matter with this card. If he has the queen of hearts, and will then his partner does, and will then he overtake the diamond trick and a small heart himself. Since the card is the whole deal, the king of diamonds.

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Any red suit lead by West will be what by declarer, who will then be forced to lay down the ace of trumps. West can also see that the only way declarer can get to dummy

Bridge

John Graham



The gentle art of stage fighting...



Dramatic scenes at prep school

A troupe of teenagers has fun on a Discovery Drama course in Herefordshire. Adam Hopkins talked to them.

Grossed-up anarchy in mossy-looking masks, and bathed in a sombre, subterranean light, the actors slither across a parquet floor like reptiles.

Encountering alien presences, three specimens who have lurked into their strange planet, the creatures swirl about them, stroking, touching and pulling and tugging with horrible intensity until suddenly the mask of one of the space travellers comes away and she-for the part is taken by a female actor, who looks horribly and finally falls still.

This distressing and convincing piece of mine—a space age version of *Jabberwocky*—is just one of a series of plays put on by a troupe of teenagers who resuscitated for the first time only 40 days ago and are now on the last evening of a summer course in theatre and theatre arts.

The other plays could not have been more different. One was a home grown political satire, including everything from a sharply phrased commentary to wolf-executed stage fighting with a chair apparently cracking down hard on the head of a helpless victim. Another was a languorous and oblique salon bar tragedy of the American far west, also made up on the premises and based on a Bob Dylan song. Yet another was composed of a series of sketches about family life, using plenty of song and dance and an almost Brechtian broody and understatement.

To the spectator, it seemed extraordinary that so wide a range of theatrical events should have been produced so expertly in so short a time—and even more surprising that this was just one element in a crowded programme of studies.

Known as Discovery Drama Courses, they are held in a prep school in northern Herefordshire, a landscape of cornfields blocked off in the distance by the Malvern hills.

Discovery Drama Courses are the non-profit-making innovation of a group of theatrical devotees who wished to extend to a wider range of children the kind of opportunities provided for the most talented by the National Youth Theatre.

Pat Curran, director of the courses, was in the NYT before embarking on a legal career in Cardiff. So were others in the original band. Then there is Pat Curran's brother, John, an insurance man who joins in as administrator, and their brother-in-law Phil Dawson, head of drama at Westminster City School in London, and Chris Williams, a friend who is head of English and drama at Dea High School, a new

comprehensive in Chester. Both are qualified drama teachers. And there is Sarah Potter, a professional stage manager, also from Cardiff.

Based on this close network of kinship and expertise, the Discovery Drama Courses exude a sense of cordiality and common purpose which unfailingly extends from staff to students each year. Actors and other people professionally involved in the theatre, some of them genuinely distinguished, pop in to do their bit and also get caught up in the atmosphere.

"You can't walk around with any kind of pretension on these courses," Phil Dawson says. "You just have to join in the general madness."

Ten of the 40 students are on their second course, and the youngest teacher on the project, Liz James, was herself one of the students before going to university.

Pat Curran, the director, explains the idea behind Discovery Drama Courses in terms of the limitations of what is usually offered in school. Most schools, he says, can put on little more than the school play and basic work in improvisation.

"The usual state of affairs is that the English teacher is given the job of drama. One or two may have been to teacher training colleges doing drama, but not many. What is lacking is the theatre side. On the DDC courses we are trying to give them an insight in the pro-



...and with a feminine touch.

fessional theatre, making it as professional as possible, just as to the NYT.

"It is intended to put across real knowhow, so that kids can use it in their own production. After all, there is only one reason for doing things in a professional way, and that is because it is the best way you've devised. So kids may as well know about it."

"I will give you an example: the crowd scene in *Julius Caesar*, the one that goes with Mark Anthony's 'Friends, Romans, Countrymen' speech. Say you do it in modern dress and do a riot scene involving fights with the police, a sort of demonstration of crowd behaviour. You have to show them how that can be presented to an audience."

"There are intricate mechanisms involved in staging it. You can't just have a bunch-up on the stage. Each little canoe has got to be worked out with very careful attention to detail so that the whole is a scene of tremendous asset of the 12 to 14 year olds. It can be a tremendous asset, but it can be a tremendous bore. Everybody is key to the time, so that every line and every movement is planned out. When the run occasionally goes from piling down, there are a few tokens for the court."

Pat Curran and colleagues also emphasize that they are not at a level of generalising about the quality of the theatrical work. "I am here to help," he says, "and I have to be honest. I want to go to the heart of it."

And a young man in a dark suit and tie, who is a member of the Corps next month, says he has to be honest. "I am interested," he says, "in the quality of the theatrical work."



Photographs by Fran Miller

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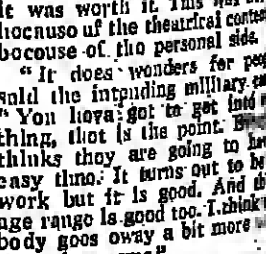
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Photographs by Fran Miller

Americans have found in schools a suitable vehicle for selling... everything

Get your back-to-school burger cooker here

This summer's "back-to-school" sales are bouncing into the newspapers, bigger, bolder and—seems counter-intuitive—at least, they are in my local newspaper.

There was nothing outlandish about its front page advertisement on August 1 for "Back to school" clothing, but the following week brought a full-page spread of "Fine Fare's Back to School" and a half-page advertisement for a "Back to School" feature. Both concentrated on clothing, but the latter included a section devoted largely to the needs of school uniforms. The advertisement also included a section on school uniforms, but the latter included a section on school uniforms.



...and with a feminine touch.

Second, even the most stringent guardians of hair-raisingly good taste find it hard to object to the ways in which an Ohio laundry unit in Illinois dairy ended in the time of year. What could be more obvious than for a laundry unit in Illinois dairy ended in the time of year. What could be more obvious than for a laundry unit in Illinois dairy ended in the time of year.

And the promises of "non-fabric" and "energy" from the dairy that urged "Ging Back to School? Go Back to breakfast with a full breakfast." And the promises of "non-fabric" and "energy" from the dairy that urged "Ging Back to School? Go Back to breakfast with a full breakfast."

It was the third category—the flagrant disfigurements—that I found alarming. It began with another breakfast advertisement which lacked the rationality of the Illinois dairy. There, on the door of the Holiday Pancake House in Mountain Top, Pennsylvania, was an advertisement, cut from the local newspaper, for "Back to School Special Breakfast"—served all day until August 31.

It continued with the quarter-page display by a Blanchester, Ohio, furniture store: its "Back-to-School Specials" comprised three televisions, ranging from the 12in black-and-white portable to the 25in colour model, complete with a solid-state chassis, for \$577.

Finally came the pull-out supplement, typically four to eight pages devoted to the various categories of back-to-school goods.

What the well-dressed pupil is wearing from a British advertisement.

This form of advertising reminds me of the "Back-to-School" banner compared with the North American counterpart. When I arrived in Albany, New York, last July, the "Back to School Sale" in the local drugstore seemed much like the Boots enterprise, except that the Boots enterprise seemed much like the Boots enterprise, except that the Boots enterprise seemed much like the Boots enterprise.

As my late-August travels took me westwards, however, I learnt to attach new meanings to "Back-to-School". The experience taught me that the "Back-to-School" sale is not a school custom; it is more opportunistic advertising; and, frankly, to distortions of the slogan.

The first change was simple enough: in a country that lacks our obsession with uniforms, it was quite consistent for a department store in Allentown, Pennsylvania, to advertise a "Back-to-School Sale" that incorporated "Back-to-School Fashion Shows in Our Junior Depts". Indeed, girls' uniforms have subsequently become the object of a fashion show in this country.

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eight pages devoted to the various categories of back-to-school goods. The largest of the three supplements—announcing "Back to School Buys" with outlandish bell-ringing slogans—was the most elaborate. Notebooks, pens and pencils illuminated the front page, although the bell-ringing slogans were not. And, give or take the \$14.99 digital clock and the \$18.88 burger cooker, the centre pages were faithful in the slogan. But the slogan—and the bell—also appeared on the remaining pages of the supplement.

In the following week, as school restarted in many areas, Labour Day bargains took over. But a drugstore in Cedar Rapids, Iowa, could not resist a last-minute page of cosmetics and jewellery: "Back to School By Natural Woman". Nor could a TV advertiser in Milwaukee let back-to-school day itself go by without a final fling: back-to-school pianos.

By the way, that advertising feature in my local paper has a bell-ringing out in the corner that reminds me of the American supplement. It looks ominous.

David Bull

David Bull is senior lecturer in social administration at University of Bristol.

Ex-priest wins in job row

from John Walshe

DUBLIN

One of two former priests who sued the trustees of the Irish university for wrongful dismissal from a teaching post has won his case. The High Court in Dublin has ruled that his dismissal from St Patrick's College, Maynooth, was invalid because he had been given no opportunity to answer the charges made by the college trustees.

But the dismissal of the other teacher was valid because the correct procedures were followed, the High Court decided.

St Patrick's, a Pontifical university, is a recognised college of the National University of Ireland. It has 1,600 students, about a third of them clerical students, and is run by a board of trustees made up of members of the Irish hierarchy.

The case gives Maynooth an annual grant of about £100,000 for secular education.

Dr Patrick McGrath, former professor of English and general metaphysics, and Mr Maurice O'Rourke, former lecturer in modern languages, were both sacked in November, 1976, by the trustees of the college to resign. They declined to do so.

Last year they were given letters of dismissal, which led to a one-day strike by college staff.

In the High Court Dr McGrath pleaded that the college's code of discipline, which he claimed was against him by the trustees, was invalid because it was a breach of the college's constitution and the interests of the college, and failing to comply with a directive of the Irish hierarchy.

Mr O'Rourke was accused of failing to resign from the college, failing to wear clerical garb, and not residing on the campus.

The trustees said that in removing the two men from office they had complied with procedures laid down in the college statutes.

In his reserved judgment, Mr Justice Hamilton found that the trustees had followed a correct procedure in the case of Mr O'Rourke. However, Dr McGrath's dismissal was invalid as he had not been given an opportunity of stating his case to the trustees.

He considered that the proper relief to be granted in this case was a claim for damages, and he would hear submissions on that question next month.

The two men are members of the Irish Federation of University Teachers, which is now considering further action.

ENTERTAINMENTS

The Doorway to the Dark Ages

The London Dungeon

What is a Scavenger's Daughter? What was the last man to be hanged in Britain? These and many other questions are answered in the London Dungeon. The answers to these questions are found in the London Dungeon. The answers to these questions are found in the London Dungeon. The answers to these questions are found in the London Dungeon.

OPEN SEVEN DAYS A WEEK
34 TOOLEY ST. LONDON SE1

Universities hold giant Canadian get-together

from Clive Cookson

WASHINGTON

More than 200 universities will be represented at the twelfth Commonwealth Universities Congress, opening on Monday at the University of British Columbia in Vancouver—making it the biggest yet. In most cases the vice-chancellor, or president, is attending.

The Association of Commonwealth Universities, which organizes the conference, has added 50 member institutions since the eleventh congress in Edinburgh five years ago. The main growth points have been in Africa and Australia, although the number of new universities in Australia has nearly come to an end—perhaps for the time being.

Altogether 500 university administrators, professors and academics are expected at Vancouver, many of them accompanied by their families.

Help at hand for latest A level crop

More than 500 local officers are standing by to help students find their way through the maze of courses in the light of their own needs.

The officers of the Further Education Service are not just being asked to help students find their way through the maze of courses in the light of their own needs. They are also being asked to help students find their way through the maze of courses in the light of their own needs.

Warwick University sees scope for the provision of temporary teaching programmes to cope with the mid-1980s peak. But it also sees the need to provide a "rescue" service to students who are struggling to cope with the mid-1980s peak.

Every fortnight in August, September and October, FEES officers will be on hand to help students find their way through the maze of courses in the light of their own needs.

'Rescue' call over bulge applicants

Bert Lodge

Higher education opportunities for students should not be allowed to get worse in the last two or three years of the "bulge" in the early 1980s, says Warwick University. The university is commenting on the Greenpeace consultative document, *Higher Education into the 1990s*.

Of preparations to meet a fall in the number of pupils wanting higher education, the university says: "Universities ought to be willing if necessary to mount an emergency programme to ensure that properly qualified applicants are not turned away."

Warwick University sees scope for the provision of temporary teaching programmes to cope with the mid-1980s peak. But it also sees the need to provide a "rescue" service to students who are struggling to cope with the mid-1980s peak.

A rapid increase in geology students is expected by the Institute of Geologists if N and G syllabuses replace the present GCR syllabuses. A levels at the time the demand for professional geologists will increase only slowly, leaving a growing number of geology graduates who will not find jobs.

This leads the Institute to recommend a two-tier first degree structure, where a general course of geological studies would lead to a professional course for those students with the ability and wish to continue. The first stage would lead to a "Diploma" and those not going on to the second stage, which would lead to an honours degree, would be able to diversify.

It points out that geology would be able to diversify.

SPECIAL ANNOUNCEMENTS

ECOLE DES AFFAIRES DE PARIS (E.A.P.)

Paris Management School

UNITED KINGDOM ENTRY TO FRENCH GRANDE ECOLE

E.A.P. is the youngest of the Parisian "Grandes Ecoles". Founded in 1971 by the Paris Chamber of Commerce and Industry, it offers education in management to both graduates and undergraduate levels. Its courses are certificate-based, supported by a tutorial system, and involve both study and practical experience of management in France, West Germany and the U.K. With the approval of the French Ministry of Education and Science, a number of three-year undergraduate places will be open to British students who complete successfully in the 1979-80 Concorde examination. This acquires both numerical and language ability.

E.A.P. (U.K.) is therefore offering in October, 1978, a limited number of places to U.K. school-leavers who wish to prepare themselves for the "Concours". The one-year preparatory course includes study of the language and structure of the French educational system, statistics and statistical methods, and basic scientific programming. Subjects are studied as modules. Either language competence or numerical can be assessed, according to the student's own needs. Entrance examinations are three G.C.E. "A" levels (or equivalent) one at "A" grade and two at "B" grade, with at least "C" level mathematics (or equivalent). One "A" level should preferably be French. Special rules will be catered for on their merits.

Applications should be submitted by 31 September, 1978, to the Director (U.K.), Ecole des Affaires de Paris, 12 Merton Street, Oxford OX1 4JH, from whom further particulars may be obtained.

LETTERS

Warnock: the road America has taken

Sir.—The Warnock report and the controversy surrounding it have brought into focus the rights of children and their parents in respect of special education.

Americans have been wrestling with this question for some time and in framing recent legislation, The Education for All Handicapped Children Act 1975, have offered a model of participation from the beginning. For example, the Office of Education convened a national writing group of 170 people (parents, teachers and administrators) to produce concept papers for development in writing the regulations. The content of these papers

was subsequently reflected in the drafting of Public Law 94-142, the Act which seeks to guarantee the availability of a free appropriate public education to more than eight million handicapped children in the United States today. As well as the normal range of physical disabilities the term "handicapped" includes the seriously emotionally disturbed and those with specific learning difficulties, embracing an age range from three to 21 years.

The Act guarantees parental involvement at every stage of a recommendation for special education; the use of testing and evaluation materials and procedures which are

in no way racially or culturally discriminatory; an evaluation made by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability; the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency; the development of an individualized education programme for each child receiving special education, which must be updated annually; and the right to impartial due process hearing in cases of dispute.

Additionally parents are entitled to inspect and review any educational records relating to their children and to challenge any information thought to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the child. Parents may also receive a letter prior to any change of placement or enrollment of a child, and this must be written in the parents' native language.

On the issue of integration the law states unequivocally that children should be educated in the "least restrictive environment". It says that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, should be educated with children who are not handicapped; and that special classes, separate schooling or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The provisions of Public Law 94-142 are being brought into operation in three stages, the second on September 1. The Act is closely linked with Section 504 of the Rehabilitation Act of 1973, a civil rights action, and it is already being regarded by parents and practitioners as one with revolutionary potential. The sharpness of its teeth has yet to be tested but one thing is certain. It will provide lawyers with an enriched living for several years.

LEONARD F. DAVIS,
Lecturer in social work,
Department of Government,
Brunel University.

Scale that would bring balance

Sir.—I read with interest the article "Private lessons" (August 4) and agree that we as teachers are "once again destined to enjoy an honourable place among the casualties" in the pay award jungle.

Surely the time has come for a complete review of the pay structures of teachers? The number of glaring anomalies in this area would not be tolerated for one minute on the factory shop floor.

My own case is just one example. I am a three-year trained teacher and qualified in 1970. Since then I have worked for and obtained an external BA degree and I have also gained several additional teaching qualifications by examination.

I was placed on a Scale 2 in 1972 and I have remained there ever since — probably reducing my chances for a deputy leadership having made 30 unsuccessful applications.

I work in a junior high school (Group 4) and there are 16 full-time teachers including myself, five of whom are on Scale 3 posts.

Upon enquiring from the headmaster about a Scale 3 post for me, he informed me that as an art/craft teacher I had no chance, these posts going to the heads of English and maths in junior high schools—I am

called head of the art department by the way.

He admitted that I worked hard and deserved a scale 3 post, but said that his "hands were tied" and that several teachers on scale one would have priority when posts became available, the latter which is fair enough.

My point is that the present arrangement is grossly unfair not only to me but to those aspiring to scale two posts.

The fact that three teachers, apart from the heads of English and maths, are on scale 3 posts and include woodwork, PE and "senior mistress in charge of girls' welfare" contradicts what he says, and I suspect that it is yet another case of "if the shoe fits".

I believe it should not be left to the discretion of a headteacher as to whether or not a teacher gets a scale post because it seems that the post a teacher holds has far greater implications in the job market than is generally realized.

Upon enquiring from the headmaster about a scale 3 post for me, he informed me that as an art/craft teacher I had no chance, these posts going to the heads of English and maths in junior high schools—I am

Upon qualifying the teacher would be on a "probationary Scale 1" for his first and second years, automatically going on to Scale 2 for his third and fourth years, and on to Scale 3 after his fifth year.

Years five and six, after this period of probation, would qualify for Scale 4 to their maximum, and beyond that would be deputy and head teacher scales of pay.

The maximum of Scale 3 then would be the upper limit to which any class teacher could aspire, apart from increments and allowances applicable. Any further increases would depend upon the ambition of the teacher aspiring to deputy head, etc., but the maximum of Scale 3 would be sufficient to offer a class teacher a good standard of living commensurate with professional status throughout his career.

At present I am a well-qualified graduate teacher and yet another teacher with only basic qualifications. Upon promotion to Scale 3 I can earn far more than myself.

I would be interested to hear your comments, because I am sure that the many schools at the bottom of the pile.

R. D. CRANWICK,
236 Bricknell Avenue, Hull.

Forgotten in Cleckleywyke

Sir.—There is no way in which the word "Cleckleywyke" from the Yorkshire towns listed and it seems strange that Birt Lodge, "Birt" the angry annex, August 11 should have omitted Cleckleywyke, the most important town in the area—and Wyke from its list.

It could be of course, that he knows that about the area that he does about the stand being made by Cleckleywyke's satellite towns.

Hedon, Easingwold, Lissington, etc., against going comprehensive but the order in which he mentions the towns in his list makes me suspect that he was probably born in Hedon.

J. B. FRIEDLEY with "Cleckleywyke" and "Wyke" in the title of his book, "The Cleckleywyke" both of which are the order of priority right.

R. ELLIOTT,
43 Ingham Drive,
High Wycombe, Bucks.

Digging out the dichotomy

Sir.—We were surprised to read Mr Corbishley's comments in his letter, "A bridge that will cure" (August 4), as in the debate following the CBA Regional Conference in York, at which all three of us spoke, the general feeling that emerged was that most of the teachers attending did not feel that there was sufficient guidance given to attempts at incorporating archaology into the curriculum and would have liked further assistance. This feeling was more than borne out by the requests for some ideas and help made to ourselves.

We are even more surprised that Mr Corbishley still maintains that schools must be introduced into the world of a "lunar maiden" (his own word) to related subjects. This causes us bewilderment on two grounds, the first being the obvious logistical one that the days of financing the adoption of new and, at the moment, minority subjects on the timetable, with all the extra resources and teachers that this implies, are over. For this reason alone the development of archaeology in education foreseen by Mr Corbishley must be a slow one.

The second reason is, on educational grounds at least, far more

damning—if it is to be a bridge on its own then it will be a bridge as a subject at O or A level, a very small minority.

Finally, most teachers engaged in the use of archaeology as a subject will be seeking to enhance their own status through incorporating archaeological evidence into it. This is a very real danger.

We submit, therefore, that Mr Corbishley's letter serves to point out a statement that "there is a dichotomy between the archaeological and the educational" rather than the "dichotomy" of the title.

NICHOLAS BROWN and DAVID FLOYD,
36 Primley Park Drive,
Alwoodley, Leeds 17.

Smokescreen

Sir.—Fred Jarvis (July 28) is less than candid about the NUT's official views on corporal punishment: the union was saying (on the basis of no real evidence) that the practice was "dying out" in 1936.

While his union's spokesmen may not advocate the use of cane with the same glee as Terry Casey and colleagues in the NAS (one of Mr Casey's more endearing quotes—in 1974—was "The wish of the cane may be one of the essential sounds in a sound education"), they do continue sadly to defend the right of teachers to decide whether or not to use the stick, rather than transparent smokescreen defence.

It is certainly the view of members of the TUC Education Committee (who without the teacher union representatives are unanimously pro-abolition) that the NUT has effectively put off any public statement for months.

Fred Jarvis sidesteps the issue of confidentiality of school records completely: readers may like to know that after five months the union is finally willing to request by the parent organizations for a meeting to discuss the issue.

You have already been sent documentation on the union's policy on school records, and the executive did not consider that there was anything to be gained from a meeting to discuss the subject further. It was, therefore, agreed to decline your invitation.

PETER NEWELL,
Director,
Advisory Centre for Education,
18 Victoria Park Square,
Bethnal Green, London.

If in doubt, try it little by little

Sir.—You are right in your front page article of July 28. Mixed ability classes do not seem to be the answer to the problem of mixed ability teaching.

It seems that the most fundamental question is not asked: that is, which form of academic organization is in the long run likely to benefit the pupils most—mixed ability or streaming?

The HMI's in "Matters for Discussion, Ten Good Schools" (page 19, para two) "Schools are alive to the dangers of labelling children, and no school in the survey is the academic organization based on streaming."

If mixed ability teaching is a common factor in these schools, what price the HMI's rather pathetic attitude interpreted by you as "if in doubt, try it little by little"?

I would welcome the contrary. Try it in a limited scale with eyes and ears open and without achievement. There are many colleagues who will help and advise you—ask your local authority or HMI.

S. G. RICHARDS,
William Brooklee School,
Mouth Wenlock,
Shrop.

Freedom, not paranoia

Teachers and the Taylor report

Mr Newell accuses The National Association of Head Teachers of being defensive and at times hostile attitudes of professional jealousy in his commentary on the Taylor report. Unfortunately Mr Newell has confused "authority" with "independence".

The NAHT in no way seeks to defend the authority of the Taylor report but it does seek to defend the necessary independence of those who heads and their staffs are allowed to enjoy at a time of "regimentation" seems to be the rage. In this respect my members are more than prepared to be accountable to their governors and local education authorities for the actions they take.

Mr Newell claims to speak for "consumers" in education, by which he of course means the parents. In fact I doubt very much whether he speaks for anything like the majority of parents, who have exhibited the desire to become involved in the administration of the schools to the extent encouraged by the Taylor report.

Mr Newell refers to chapter 6 of the curriculum and chapter 7 of the finance.

Mr Newell should also be aware

of the fact that many governors and managers throughout the country have also rejected the idea that they should become involved in these matters to the extent suggested by the report. They want to be kept closely informed but they do not want to exercise the type of control over the head and staff or indeed the officers of the local education authority, which is encouraged by the report.

The issues of corporal punishment, school dress and confidential records have nothing to do with the Taylor report which deals with more fundamental matters to which my association has given great attention in a very detailed commentary. I should add that we have responded positively to a number of recommendations which we thought sensible.

The views of the NAHT are very much in line with the views of the vast majority of its members. I beg to suggest that if Mr Newell spoke to the people for whom he describes himself as a spokesman, he would find that they are not very interested in progressing towards the rather meaningless concept of "open flexible participatory educational institutions" but a good deal more interested in the vital areas of standards and parental choice.

D. M. HART,
General Secretary,
National Association of Head Teachers.

The teacher and the Inland Revenue: a test case

Sir.—I am bringing a test case before the general commissioners of the inland Revenue in connection with expenses incurred for a room to be used wholly, exclusively and necessarily for professional duties. This case will be heard on September 5 at the Shire Hall in Hereford.

My case, that one's home is necessary is of course supported by the findings of the National Foundation for Educational Research in its report "The Secondary Teacher's Home" published in February.

The Inland Revenue case is: (1) That all teachers' duties are capable of being performed over the year to the satisfaction of the employers the hours when a school is open.

Existing retrofitted facilities are lamentable in comparison with those existing in other countries. This service should be expanded both in technical colleges and the still control.

The wide and varying pattern of unemployment throughout the country leads me to suppose that there is a local authority which will be able to deal with the particular difficulties posed by offering shelter, yet, in effect, subsidised employment in the wide range of public services they administer.

Of course, it will cost a great deal but the alternative cost may be that of social and political revolution.

J. B. HILLIDGE,
138 Main Hill Road,
Cwm, Isils of Wight.

Porridge?

Sir.—The first year of a teacher's service can often be a traumatic experience, not always helped by the such terms as "probationary year", "teacher on probation" or "new teacher".

These terms always bring to mind shades of Ronnie Barker and his "TV prison series Porridge". If the DES introduced a new system, for example, "Initial year" or "First year" would be more helpful.

It is a pity that the first year of a teacher's service can often be a traumatic experience, not always helped by the such terms as "probationary year", "teacher on probation" or "new teacher".

G. DUDGEON,
Headmaster,
St. Joseph's RC Junior and Infant School,
Station Road,
King's Norton,
Birmingham.

LETTERS

Cooperation takes two, Mr Jarvis

Sir.—I feel I must write on behalf of the Confederation for the Advancement of State Education in support of Mr Newell's article (July 7) which was so successfully criticized by Mr Jarvis of the NUT ("Oh, troubled waters and the NUT", July 28). The main point I understood of Mr Newell's article was that the opinion expressed by the NUT leadership is that of the head teachers rather than the classroom teachers and that if the union allowed classroom teachers to express their opinion on the implementation of Taylor or other might be different. We are all aware that a committee was set up to look at the question but we do need to know how that committee was comprised and how many classroom teachers (i.e. those that spend at least three quarters of their time in the classroom) teachers were on it and how they were selected. I am a teacher and a member of the NUT and I have never been asked, nor do I know of anyone that has been consulted.

When it comes to "Save Our School" campaigns the NUT is very much in a leadership position and very often we are very keen to cooperate, but it does appear that all the cooperation is getting a trifle one-sided.

PETER NORWOOD,
National Chairman,
Confederation for the Advancement of State Education.

First steps in finding your poet

Sir.—I was very pleased to note your recent coverage of the schemes to introduce writers and poets in schools with articles by Jun Mark and Jon Silkin (July 14). However, I do consider that the interests of pupils, teachers and writers would have been better served if some information about the schemes could have been provided, not so, in default, I am doing this now.

The Arts Council of Great Britain (105 Piccadilly, London W1) operates a national scheme supplemented by regional schemes run by the Eastern Arts Association (address below), West Midlands Arts (Lloyds Bank Chambers, Market Street, Stafford) and Yorkshire Arts (Glyde House, Clivegate, Bradford). In addition, Greater London Arts offers fellowships in schools; its address is 25-31 Tavistock Place, London WC1H 9SE. The Poetry Society (21, Ears Court Square, London SW5) offers "Poets in Schools" funded by W. H. Smith. Other schemes are operated by the Scottish Arts Council (19 Charlotte Square, Edinburgh) and the Welsh Arts Council (Museum Place, Cardiff) which works with the three Welsh Arts Associations.

Interested teachers and college and university lecturers should contact the respective organizations in writing. In most cases descriptive booklets listing writers will be provided.

IRENE MACDONALD,
Literature Officer,
Eastern Arts Association,
30 Station Road,
Cambridge CB1 2JH.

STOP CALLING AMOK

Common sense vote on bilingualism

It is a pity that Mr Ned Thomas (Bilingualism; the Welsh dimension, August 4) should have devoted most of his letter to the ramblings of the by now, popular arguments against bilingualism.

Mr Thomas's argument is the absence of any real evidence in support of the claim that officially designated bilingual schools, compared with linguistically streamed schools, are more successful at turning out fully bilingual, socially well-integrated pupils.

Are they? Do officially designated bilingual schools really succeed in turning English first language 11-year-olds into fully bilingual 16-year-olds? What success are they achieving in the promotion of Welsh as the medium of instruction in an increasing number of subjects and as the language used in external examinations? How do they achieve an essentially Welsh atmosphere of respect for the Welsh language? What are the social effects of being educated in an "essentially Welsh atmosphere"?

Until these—and many other—questions are answered by an officially appointed inquiry, politicians at local and national level have to rely on the kind of subjective "conclusions" voiced in Mr Thomas's letter—based on visits made to both types of schools "some three years ago".

Not only have these three years provided more data for appraisal but they have, in addition, been marked by a significant change in emphasis from the establishment of officially designated "new" bilingual schools in Anglized parts of Wales to the establishment of separate linguistically selective schools, or more successful at turning out fully bilingual, socially well-integrated pupils.

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E. M. ROBERTS,
Head of English,
Upper Friars School,
Bangor, Wales.

Where the idiocy really lies ...

Sir.—It is not the law which is "nausea and not idiot" (August 4) but people like Lord Denning who consider that using those abilities possessed by people as human beings is trying to be male. Merely because an occupation or a sport is a long time does not mean that the other sex is incapable of performing the required actions. Quite often, as has been found time and time again, it is lack of opportunity or denial of ability that is the cause of the non-participation of one sex in an occupation traditionally regarded as belonging solely to the other. Thus men are held by many to be incapable of being a nurse, a teacher and women are held to be incapable of playing football. Theresa Bennett should not be made to feel ashamed of being a girl because of pre-conceived ideas of where her abilities lie. Fewer was not the only one a mistake penis envy (what unwarrantable optimism) for the desire to be accepted as a human being on one's own individual merits.

M. J. DAVIES,
466 Barchin Road,
London NW5.



Theresa Bennett: only human to want to use her abilities.

First steps in finding your poet

Sir.—I was very pleased to note your recent coverage of the schemes to introduce writers and poets in schools with articles by Jun Mark and Jon Silkin (July 14). However, I do consider that the interests of pupils, teachers and writers would have been better served if some information about the schemes could have been provided, not so, in default, I am doing this now.

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IRENE MACDONALD,
Literature Officer,
Eastern Arts Association,
30 Station Road,
Cambridge CB1 2JH.

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12



Children in a government school in Cairo, where the teaching medium is Arabic.

For richer for poorer

Mary Neville records

her impressions of Egypt's

gradual move

towards compulsory schooling.

Egypt has a long tradition of education of the European type, and her university graduates, with good degrees, are the equal of graduates from our own universities. But the population of Egypt is of the order of 40 million, and the *fellaheen* still form a large proportion. What can such terms as "education for all" mean with reference to the rural areas, and to education in cities such as Cairo and Alexandria?

The answers would require a deep knowledge of the country and a long study. I have only a slight experience gained during a short visit to Cairo and Upper Egypt. During that time I was attached to a university in Cairo, and I managed to visit schools.

The first of these was at Aswan, where the Nile still shows the constraints of the First Cataract. Instead of a placid wide river with sandy banks, it has quite rocky margins in places, and just by Aswan, there are several islands. We took a ferry from Aswan to the Nubian village of West Aswan, on the banks of the Nile and opposite the town.

Even this short trip by felucca seemed to take us centuries away in time and culture. Actually, we were lucky perhaps that our trip was short, as another traveller on the ferry complained bitterly that the boat had no motor, and mentioned the times when he had sat for a couple of hours becalmed in the middle of the Nile.

The village of West Aswan has no roads for motor vehicles, but there is a complex of alleys and paths leading through the sand and in among the houses and through the fields which border the Nile. Here the farmers still use the *shadoof* (the hand-operated lever with a bucket on one end and a weight on the other) and the *sakia* (a water wheel turned by a blindfold buffalo) to irrigate their fields.

The women, practically all dressed in black, squat outside their houses, smiling as we pass and looking indulgently at their children, who run after us shouting for "style" "bonbon", and, more predictably, "bakshish". But some of the children were in school.

This was a building of mud bricks like all the other buildings of the village; the school that we saw was only for the youngest children. In the first class of six-year-olds there were about 45 children who had entered school for the first time in October. They sat quietly in their uniforms of khaki overalls, looking clean and tidy, the girls all together on one side, the boys on the other.

In charge was a young man who spoke some English, and could show us the children's work. These children spoke Nubian at home and in the playground, but of course they were learning to read and write Arabic. They seemed to have made great progress in their first two months, because they all had already reached page 47 of their reading books.

The text became very complex after only a few pages. The writing, of copy-book, appeared to my untrained eye to be excellent, and indeed it seemed as though a great deal of the first-school time was taken up by this activity.

An incongruous note in this class of main characters was struck by the all very pale, and with a mother with slightly wavy blonde hair; their activities and life-style, judging from the pictures, were far removed from those of a village by the Nile.

The second class of seven-year-olds, of course, further along the educa-

tional route, and were busy with what looked to me like hard arithmetic. I can recognize the modern Arabic numerals; the children appeared to me to be working with hundreds, tens and units by the end of the first year.

Our visit caused a stir but, as we left, the children were given a hunk, when they took from the basket in one corner of the entrance a flat round cake of white flour which takes the place of bread. As they sat working away in the dark bare classroom, the other children, who seemed to have eschewed school, and still had hopes of *bakshish*, were hovering outside waiting for our return.

A contrast between a village and a Cairo school would be too great. Somewhere in between lie the schools of El Kharga, the large oasis situated to the west of the Nile and some 600 kilometres south of Cairo. This very old settlement has recently been further developed for various agricultural projects, and large numbers of townspeople have come there seeking work.

Near the crooked main street of sand, lined by low mud brick houses, and the square, shaded by huge old palms, rise the row of concrete apartment blocks, each surrounded by a waste of dirty sand, and preceeding unadorned and unshaded along the new dual carriage-way that leads through the settlement along the edge of the desert.

It is interesting to stand at the main crossroads of the town at about 7.30 am as all the children are walking to school. These are the children of the newcomers to Kharga. They are clean and neat, dressed in uniform of a simple kind such as a khaki overall or navy trousers and matching tunic. All carry exercise books and look happy and well-fed, as they go by in droves to their spartan classrooms, and the many formal lessons that await them.

Through and round them circle some of the older children of the indigenous inhabitants. They shout greetings to their friends or ride by at a great rate, bounding on the rump of a donkey on their way to work in the fields. Does the boy on the

donkey, or the one in neat trousers and a white shirt with his tallman of a school exercise book, have the same realistic attitude to that great word, Education?

El Khurgin is a bridge between rural and city life, and the remnants of a school children prepare us for a government secondary school for girls in a select suburb of Cairo. Apart from the fact that I am given a cup of Turkish coffee when I arrive, I might be in any of the same navy gym tunics or skirts, are the same direct-grass school. Here are the same women in Egypt: "From what should women be freed?" or "How do we find Egypt (I.e. what was the condition of Egypt) when he returned?"

The lessons, following the book exactly, are of a rigid and formal pattern. Thus, the pupils could easily prepare for the teacher's questions and, even though the whole lesson was conducted in English, it followed a predictable course; and on no free conversation or discussion occurred.

But the girls were alert, confident and bound for various forms of higher education. As one of the teachers honestly said to her class in discussing the meaning of the word poverty: "No one in this school has experienced poverty."

The universities are crowded with hopeful students. All who pass their examinations are entitled to attend university although for courses such as medicine or engineering which lead to good jobs of high status, entry is restricted to those students with the highest marks. This still means that in such courses as many as 500 students will attend a lecture.

If a lecture begins at 8.30 a.m., the students begin to arrive at about 7.30 a.m. in order to get a seat near the front of the hall. Although the lecturer uses a microphone, he or she is obviously a remote figure to the letcomera in the black row, and some words of praise or rebuke may easily be lost. Seeing the blackboard or slides produces further problems, and some students take photographs of the blackboard after the lecture.

With such huge numbers, the end products of a university education are bound to be variable. The professors readily admit deep concern over standards although, of course, a small number of excellent students do each year gain a degree with distinction. Postgraduate

work does more closely approach our own senior undergraduate courses but, from what I could judge, the standard here, too, is variable.

Of course, Egypt needs a literate population to operate effectively in a world context. The desk clerk in Egypt Air, in central Cairo, really does need to be able to operate the computer terminal and read the international timetable. It is awkward if, as I have witnessed, his clients have to assist him in these tasks. But universal education does not solve this problem.

To begin with, it is not universal yet, and it seemed to me that many of the teachers had such a prescriptive approach to their work that they could not hope to give the varied and varied to even a small degree for the huge educational disadvantages of the rural population and of many of the poorer town dwellers — even when Arabic is their native tongue.

Yet, when children do pass, more or less successfully, through the system even as far as university, the jobs they feel they are fitted to take up may not exist. The government gives employment to all graduates, but salaries are extremely low and the government officials are clearly overmanned. In one that I visited two (girl) clerks continued placidly to knit while the third dealt with my problem.

Egypt still has a primitive agricultural society, to a large extent uneducated, or poorly educated, and at the same time increasing numbers of better educated children, many even with university education, who would consider agricultural or any type of labouring work beneath them. But the country is not yet sufficiently industrialized or rich enough to support them in white-collar jobs.

At the top there are those whose highly educated parents hold good jobs and who, by the type of education that they can buy or obtain through influence for their children, are ensuring that those children will be the most successful Egyptians of the next generation.

Egyptians of the educated class are a highly sophisticated people. They know as well as we do that compulsory education does not mean so very much. What does matter is, after all, the quality of that education, and the background to it which the home provides.

Mary Neville lectures in the School of Education, University of Leeds.

13

'I want this room to glow'

What help can an

internationally known artist

be to children who

have no commitment to art?

Pimela Cooley reports on

a particularly intensive day's

work for secondary

pupils in Kingston-on-Thames

"A colour is like a note in music", said Terry Frost, "colour is like poetry. Marvellous! It's everywhere, all around you! Exciting!"

The class—24 boys and girls ranging from first years to sixth-formers from eight secondary schools in the outer London borough of Kingston—was attentive, interested and a bit wary in the face of all this adult enthusiasm.

They had come together at the invitation of Carwyn Rogers, head of art at the Richard Challoner School, New Malden, to take part in a one-day "Artist in Schools" project on the theme "Colour in Painting". Their day started with part of a film, made by the BBC *Omnibus* team, that was an excellent introduction to Terry Frost and his work.

The class knew that he had begun to paint when a prisoner of war, and that he now lives a gregarious and contented life in Cornwall, where he finds in the coast and countryside inspiration for the paintings that have established his international reputation. They had seen how from rocks and clouds, the patterns of the sea, masts and hulls of fishing boats (even from a row of washing on a line), he abstracts strong, simple shapes to hold his vibrant colours.

"Right", said Terry Frost suddenly, "that's enough talking from me. Let's get down to some work."

The task he set them seemed simple enough. Using colours from a new range of water-based educational paints, each pupil was asked to mix a strong primary yellow and entirely over a large sheet of white paper. They had then to paint two more sheets, one with a yellow on the "cool" side of the primary colour, and one on the "warm" side, repeating the process with red and then blue as the primary colour. Finally, they were asked to mix yellow, red and blue to produce black.

Blending colours soon proved to need more consideration, time and effort than some of the class had supposed. Terry Frost moved among them, pulling streaks of lime greens and striking magentas back into line, advising, commenting and encouraging. His infectious enthusiasm and involvement spread to everyone. "I want this room to glow!" he said, and gradually, with the assistance of Hilary Poole, the assistant art teacher, every available area of wall space and the corridor outside was vibrant with colour.

Bringing artists into schools is not a new idea. Several regional arts associations, coordinated by the Arts Council and with the cooperation of local education authorities, have had a scheme on trial for some time, albeit seriously threatened by financial cutbacks. Carwyn Rogers maintains, however, that the Richard Challoner project differs significantly from others, both in concept and in operation.

Elsewhere, artists have stayed in selected schools and colleges for a whole week, one of the conditions being that they should be able to pursue their own work while being available for question-

ing and discussion; whereas Terry Frost came to Richard Challoner for only one day's intensive teaching.

Apart, perhaps, from the one or two A level students present, none of the very mixed ability group had any future commitment to art. Carwyn Rogers thought that once they left school most of them would probably never pick up a paintbrush again. The concentrated approach of one day's "saturation" teaching was necessary, he felt, for part at least of the artist's message to stick. In giving the children a fresh impetus for their own work and, more importantly, a new basis from which to approach modern painting.

He believes that much of the controversy and public bewilderment surrounding the various phenomena presented under the umbrella of art could be avoided if people were familiar with its intentions and processes at an earlier stage. In art colleges and universities prominent artists often teach and demonstrate their skills, but by limiting this luxury to future artists the gap between art and the public is merely widened. Carwyn Rogers feels such teaching should and could be made available to the secondary and, indeed, primary sectors.

By lunchtime the class and Terry Frost were weary—but satisfied. In the afternoon he asked them to reconstruct a short column from one white or coloured sheet of paper. Using the sheets they had painted, and always with the emphasis on colour effects and harmonies, they were free to cut out, staple or stick on, hilly or overlap coloured shapes onto the column, incorporating their own initials as the main feature of the design.

While they worked Terry Frost went to answer questions from two other classes who had seen the film, but could not take part in the project. He was asked "What is form, Sir?" "You said in the film that you wanted to paint a colour without shape. How?" "Why don't you paint faces?" "Can you paint faces?" When he returned to the project group, each pupil had under construction what looked like a short section of a brilliant totem pole.

Later, Terry Frost talked to each pupil about his or her work. He discussed the colours, asked why they had been selected in particular combinations and shapes. He explored the effects these permutations produced, and how they might be modified or extended and used in future work. With gentle scorn he pointed out the limitations of flimsy decorations that had little to do with an awareness of colour.

With some pupils he had a rapport often difficult in normal circumstances for the class teacher to achieve. He was able to recognize that work, although appearing to depart wildly from the original instructions, nevertheless had a valid expression of ideas. At the end of an eight-hour day everyone was extremely tired—but none seemed anxious to go home.

Carwyn Rogers envisages the benefits of the project extending far beyond the small group of participants. The columns, he feels, were irrelevant as works of art, but important as manifestations of participation and discovery, working information the children would talk others about.

Already the experiment has had an effect in the classroom. Under the direction of two boys who took part in the project, Hilary Poole's remanial class have begun their own exploration of colour. She is confident of enough material and impetus for at least one term's work.

Reports have come in from other schools whose pupils shared the day, and returned eager to tell their fellows what they had learned.

But, says Carwyn Rogers, it was also an important day for the Richard Challoner school. Everyone was enlightened by the visit, and for a week after staff and pupils unconnected with the project piled him with questions about Terry Frost and his work. Modern art, he says, has taken on a new credibility.

The last word belongs to Terry Frost. Would he do it again? "Yes... in about 10 years' time! But, by God, today I've discovered reds that I didn't even know existed!"

White man as burden

Frances Hill

Edinburgh also recognizes that a film is relatively inexpensive medium in which does not rely upon a statistical network for distribution. The medium is shown therefore tend to be political and on subjects which television ignores or ignores. The documentaries may not be the best to earnest, overlong, poorly planned, but they pass on the passionate conviction and demonstrate the power of film to impress, persuade and provoke.

It is these committed films, above all, which cause the critics of the festival to cry out "subversion", to long for Edinburgh to return to a more conventional programme. However, on a mean budget of £20,000 it would be wholly inappropriate for Edinburgh to mount the sort of event which national delegations show off their splendours, parade their latest starlets and to carry off a prize or two.

It would also ignore the very real possibility that Edinburgh annually achieves a unique event in Britain in that it challenges the common notions of international cinema in favour of a more rigorous appraisal of current cinema trends. A mark of a festival's success is the cooperation of directors give to it, very often bringing their own work to Edinburgh, staying until the end of the fortnight and making themselves available to the public.

It is most unlikely that anyone could appreciate the 120 films shown in five halls during the event, but anyone with an open mind can be prepared to have their preconceptions of what makes "good cinema" shaken a little.

John Russell Taylor on a new study of Andrew Marvell

[illegible]

Florida fountains

In his *World of Neurotoxicity*, Mr. Kastner shows how science and war have brought to this free-for-all state of affairs, and how, with the acceptance of Jung's system of classification, the study of the flora and fauna of the United States achieves status independent from its Old World plunderers. This is not scientific study, Mr. Kastner is much more concerned with the characters of early American naturalists than with the details of their contributions which appear only as incidents in the account of their exploits in the cause of science, and for this reason the book will offer much more to the general reader than to the serious student.

1730)—Culpeper's *English Physicon*, Turroer's *Herbals* and Parkinson's *Herbarius Paradiſi*. The first was a popular book of remedies; the second, first published in 1551, had been superseded by Gerard's *Herbal* a much enlarged and improved edition of which no less than 1634; while Engliſh *Paradiſus* was a gardening work, using the *Threſium Botanicum* (London, 1640). He talks of the chaotic state of classification before Linnaeus, overlooking the valuable work in John Ray's *Historia Plantarum* (1686), which only rarely passing mention in the book, and which provided a very sound basis of plant classification and for shadowed Linnaeus.

Similarly, Mr Koster's determination to establish the importance of American naturalists soon leads him to make irritating claims. For example, the influence of William Bartram's *Travels* of Wordsworth and Coleridge is undisturbed, but Mr Koster seems to have the belief that those poets had the material which they put in the book: "All the while the poets were making off with Florida's fountains and fields." "Naturalists who were

[illegible]

villages, starting as far back as the seventeenth century, when the enclosures of common land gave the new owner the opportunity and desire to plan villages aesthetically with little regard for the needs of the peasantry.

In the centuries since then, rural vernacular architecture declined in proportion to the growth of the romantic myth of the picturesque of rural life. The process is shown continuing till the present with the virtual extinction of the village as an economic unit, since traditional villages as *vernacle* either forming the nucleus of new towns or becoming the homes of middle class commuters. Few new villages are built, partly for economic reasons, but also because of continued lack of understanding by planners.

This is a well researched book with detailed information about the changing styles of village architecture. It is lucidly illustrated, and contains a gazetteer (printed on comprehensive guide to post-seventeenth-century planned villages in England and Wales.

interest, comment on present social conditions being interspersed with anecdotes about the Saxons in the time of King Offa of Mercia. The book reads as easily in its description of the Meridian works as it operates as a device in its account of the performance of the Chester Miracle Plays.

A *Short History Of English Architecture* by Hugh Braun (Folio £3.50) is a chatty piece of writing about the evolution of architecture in England, from the time of Stonehenge to the present day. It is a good deal of information presented in a readable manner, as such provides a good introduction to the subject.

The author attempts to link the architectural development to the changing needs of a developing society. However it is worth remembering that the author is an architect who was writing in 1911. After reading his uncritical description of the functional stylus of the mid-twentieth century, one has the feeling that the justness of the social conditions may be based on too many assumptions. It is not an authoritative social history. It is an informative book in its description of building styles.

David Hamilton

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The rest of the story is one of near-genocide by massacre, the removal of the "excess" slaves, the demoralization through "culture shock" leading to the failure to reproduce and by a series of dreadful diseases imported from Europe against which the Indians had no immunity. Whooping cough, influenza, measles, bubonic plague and smallpox followed each other rapidly, and, within a few huge numbers of north-eastern people were infected. All this makes painful reading, since the author spares us none of the harrowing details.

The book's great strength—
together with its narrative excel-
lence and historical completeness—is
its deep understanding of Indian
values, customs and attitudes. John
Hamming never romanticises the
innocence and simplicity which the
first travellers observed in the
Indians, and which had a profound
impact on European philosophy and
political theory. (They seemed to
confirm the existence of the "noble
and savage" uncorrupted by civilization)

and eventually influenced, through Rousseau, the French and American revolutions. The Tupi tribes on the coast waged war continually, for no better reason than the desire for revenge, and thoroughly enslaved the neighboring inland tribes. The conformity observed among families living in cramped huts was maintained by strict unwritten laws as well as the desire for a quiet life. Yet the Indians' lifestyle was not so different from that of the modern world. Its enjoyment of conversation, singing and dancing, its sporadic bursts of tree-felling and hunting when necessary, cannot help but compare favourably with modern life. The Tupi people, indeed, lived as well as they could. John Hemming's own experience of living among surviving Brazilian Indians, existing in much the same manner in the sixteenth century, gives him a special understanding of the spirit of that lifestyle's attractions.

The Indians' innocence made them easy game for conversion in Christianity but their loyalty to their own beliefs and customs rendered such a conversion shallow-lived and hollow. In his detailed account of the role played by the Jesuits in the development of the Brazilian colonies John Hemming makes clear that despite the even heroism they unwittingly speeded the Indians' virtual extinction. When conversion "by love" proved as enduring as footprints on sand the Jesuits resorted to cunning and coercion. They herded the Indians into "missions" where their culture was destroyed and they became easy prey for the rapacious colonists. Yet the Jesuits' good intentions were frustrated by the Indians' and their attempts to protect them aroused the suspicion and hatred of the Portuguese rulers. They were expelled from Brazil in the 1760s. This book ends at that date. John Hemming is surely owed a debt to be taken to the Indians' history up to the present.

The author is always objective and fair in his treatment of the relations between white men and natives. Yet his own obvious deep sense of the tragedy of the Indians' fate adds a dimension of artistic as well as historical truth to this marvellous book.

Spoiliards through Peruvian eyes—an illustration from "Letter to a King: A Picture-History of the Inca Civilization", translated and edited from the original of Huaman Poma by Christopher Dille (Allen and Unwin, £10.50). This extraordinary book constitutes an eye-witness account of the Spanish conquest of 1532.

The Hydra's heads

Elizabeth Henry

The Early Greeks. By R. J. Hopper. Weidenfeld and Nicolson £10.00. 0 297 77130 2.

Mycenaean Greece. By J. T. Hooker. Routledge and Kegan Paul. £6.50. 0 7100 8379 3.

The Early Greeks continues the well-established History of Civilization series, while Mycenaean Greece belongs to the newer and more specialized Stones and Cities of Ancient Greece whose general editor is R. P. Wiliams. The two books complement rather than duplicate one another.

Hopper's is the more wide ranging—from early Neolithic times to the mid-sixth century BC—and he is more provocative to the general reader; who also has headed a chapter on Athens and Sparta. "The Abnormal States"? His book is not always easy reading; the style is uneven, sometimes heavy, sometimes unexpectedly terse and pointed. He ends a solid chapter on the geography of the Aegean with the odd thought about the "problem of the sea". There was and is the problem of the sea.

He seems undecided sometimes about his readership; those who can follow the intricate chapter on the Dorian invasions (taking epigraphy and syllabaries in their stride) will not need to be told that the *Iliad* is "one of the two

great early poems in epic hexameters which have been preserved". But in the picture Hopper gives of the early Greek world there is a steady balance between the archaeological and the literary evidence, and a wide of interest, taking in artistic and social development as well as more objective matters like technology and the movements of peoples.

Hooker's is a more rigorously academic work, limited (apart from one preliminary chapter on Helladic culture) to the Mycenaean era, c. 1650-1050 BC. He writes with lucidity, though presenting a great amount of detail; this book's narrower span allows the author to quote full documentary evidence on such questions as (for example) the location of the state known in Hittite records as Alsiyawa, which Hooker thinks can refer only to Mycenae among Greek states, and not to Achaea (at least if Achaea means the Greek mainland). Hooker is more cautious, leaving this identification as "a major puzzle".

This difference between the two books recurs, and Hopper is not only less decisive on minor points, but also less helpful in many ways than the narrower economic study of a source of basic information on the culture of Mycenaean civilization. What is meant, for instance, by "Middle Minoan" or "Late Helladic II"? Hopper dates these periods when they are first mentioned, but provides no means of looking them up as one reads. It

is Hooker who gives a full, though simple, chronological table relating Bronze Age chronologies for Crete, Greece, Troy, Egypt, and the Hittites.

Other tables in Hooker relate to pottery styles, artistic motifs, and modes of burial, showing succinctly why these are important matters for historians. Drawings of remarkable skill reproduce in minute detail the designs on pottery and gold rings. These compensate to some extent for the very disagreeable effect of printing by electrolysis from a typescript original, which gives an irregular right hand margin and makes continuous reading surprisingly difficult. Not all readers will think that economy justified this presentation of a very good book.

Hopper also has some interesting illustrations—16 black-and-white plates, of rather unfamiliar objects, or of very familiar ones such as the "Agamemnon" mask or the Olynthian griffin-head, but photographed from a quite unusual angle which makes them new to almost everyone.

Briefly, it seems that classical Greece inherited much of its religious outlook from Mycenae; but the political system of Mycenae seems to have been somewhat different; yet how did this survive the Greek Dark Ages? Hooker ends on this question; Hopper directs our attention to Asia Minor, where questions multiply like the Hydra's heads.

Thunder from the gods

Peter Fanning

The Lear World—A study of King Lear in its dramatic context. By John Riebetanz. Heinemann Educational £6.80. 435 19770 8.

Poetic Drama as Mirror of the Will. By Michael Black. Vision Press £5.40. 85478 074 2.

At first sight the greatest contribution of *The Lear World* appears to be to the field of literary history. Noting the use of ideas and conventions available to playwrights in the Jacobean theatre, Professor Riebetanz considers how Shakespeare has used them and compares this treatment to that of his fellows. Shakespeare is so often hived away from other Jacobean under the plea of "special case" that a reminder that he used the same tools as Marston and Chapman is in itself no bad thing. Thus in discussing Emblems, the state of King Lear's world with rank families and farrow weeds is related to the earlier Bussy d'Ambloy who enters the scene "in fantastic attire".

But having prized Shakespeare out of his glass case, this approach is of little more than esoteric value if the author draws parallels without drawing conclusions—a blenheim from which this book is not entirely free. Occasionally, he simply loads round Jacobean parallels like crystallized fruits, fresh for each new convention. Everybody's doing it. But so what, you may wonder. The answer is, of course, that Shakespeare did it better.

Professor Riebetanz deals at length with the "anti-rationality" of the many "great dramatic" scenes. There are fascinating insights into how the "To Be" of the play, on the one hand, and the "To Do" of the play, on the other, relate to the figure of Lear in the Morality plays, and to the affinities between Lear and the later Romances.

Apart from the historical viewpoint, not all the observations are breathtakingly new and, for much of the book, the author appears to be restating ancient conflicts with A. C. Bradley. I wonder whether it is necessary, for instance, to excuse the fact that the opening scene is not psychologically convincing. But elsewhere flickers of light begin to appear on the horizon of play. Exploration of convention becomes less a question of category (as in the pioneering work of Professor Bradbrook) and more of a spotlight on the play itself. As the

book develops from the web of history, there emerges a fine and compelling perspective of the complex desolation that constitutes "The Lear World".

Michael Black chooses to consider suns rather than moons. His thesis states that poetic drama conveys the "inner consciousness" of the soul at a level well beyond conceptual thought—such consciousness being suggested by images of the sun. So that unlike Coriolanus, the actor succeeds in hearing his heart into his mouth. It is a modern idea like the novel suggests that everyone is thinking but nobody is saying.

Poetic Drama is caught in its own terms with plenty of space for recapitulation. It traces the space of this "inner consciousness" from the rhetorical "public" style of Elizabethan drama to a medium that was at once popular and profound.

It would wish to contrast Shakespeare's proposition, backed up as it is by quick practical criticism of key passages from *Macbeth* and *Othello*, where images and themes crowd in on one another like the nightmare visions of gully mac. Of course the moment one begins to analyse the suggestion arises that the thought can be conceptualized after all—a danger of which Black is aware. Ultimately one is bound to leave off words of explanation and compare the poetry with music. It is simply there, and "The treatment of French drama is confined almost entirely to an intense scene from *Phèdre*, Spanish drama gets historical rather than analytical treatment. The decline of poetic drama and the Romanticism to revive it, the famous line on the loss of this "inner meaning" drama was externalized and theatrical, too long, or simply not dramatic. So drama becomes novel and the poets write poetry which is lyrical, reflective and private."

Mr. Black then launches a strong attack on those who play the beliefs have nothing to do with poetry. Everyone wished that they had so much that they almost believed that they were poetic. These "crude and opportunistic" characters "think that they do not call down thunder from the gods, but the concluding opinion that opera today serves artistic and social functions similar to those of Renaissance drama will be met by the other words on to do with groundlings.

I have a feeling that Ms. Timmermans might have preferred another title for her book—*How to Teach Your Baby to Love Water*, perhaps? I also find it difficult to imagine that she had anything to do with the words after the book's cover: "This is a book for parents who care" with their arrogant implications. Ms. Timmermans's tone is sensitive and her attitude to swimming is nothing to do with competition. Parents who imagine their six-month-old baby doing a neat crawl down the pool after a few weeks following its dictates will be disappointed.

What they can hope for is a baby who has learnt to float from an extremely early age, who can push himself to the side of a pool should he ever fall in, and—most important—who will love water in a realistic way and have a sure foundation for future swimming activities.

Julie Huyle's *Swimming for the Family* covers a much wider area. It includes chapters on introducing very young children to water,

Children's literature

Inter-planetary adventure

Anne Bertoluzzi

The Delikon. By H. M. Hoover. Heinemann £3.25. 416 86220 9.

Escape From Splinterburg. By Nicholas Plisk. Pegasus Books £3.50. 7207 1054 5.

The Tomorrow. City. By Monica Hughes. Hamish Hamilton £3.50. 241 89887 0.

The Last Disaster. By Hugh Walters. Faber £3.50. 571 11153 X.

If the reader hankers after the Lucas brand of space fiction as to Star Wars, or even after something in the vein of popular oldies like Wyndham's *The Kraken Wakes* or Orwell's *Nineteen Eighty-Four*, then he is going to be disappointed in these books. No such overpoweringly evil characters as Darth Vader, the Kraken and Big Brother emerge; there is always justification for the heroes.

In *The Delikon* we have misadventures trying to bring order to what they see as a backward civilization; in *Escape From Splinterburg* its hunger-crazed survivors; in *The Tomorrow* a mad scientist's evil genius; and in *The Last Disaster* mankind faces a moon gone mad as it spirals down on a headlong collision course with earth. Where there is a positively malignant force you can bet it is in the hands of a villain.

A sinister aspect certainly emerges in *The Delikon*, but the villainous drama, although brilliantly drawn, is not so real.

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Julie Huyle's *Swimming for the Family* covers a much wider area. It includes chapters on introducing very young children to water,

with complete confidence and professional ease. Twelve 14-year-olds should certainly enjoy this entertaining science fiction and may well be a little fearful that the heroine Caro and her friend David will be killed by the power-crazed computer Cinnamom—Chy Central Computer, called CThree for short.

The author purposely breaks Law One of the three laws of robotics as stressed by Isaac Asimov, for CThree does physically injure humans who cross its programmed determination to clean up the city. In fact I was quite startled that Caro is actually blinded by CThree at the end (despite it being a mistake on CThree's part) when she and David finally manage to put the menace out of action and thus save the city. This unexpected blindness of the city's saviour (although a hint is dropped that it may only be temporary) spoils for me an otherwise most satisfying story.

Bright youngsters with leanings towards astronomy will revel in *The Last Disaster* by Hugh Walters; but if they are too bright they might get as bored as I did with Morgan the cat who intrudes rather artificially and even seems to be a novel one, but Mr Walters tells it in his usual crisp, professional style.

Chris Godfrey, the young astronomer, and his friend's father, who before have a race against time to build an anti-gravity shield to stop the moon hurtling towards a devastating collision with earth. They succeed at the very last second with the help of a cantankerous old Welsh professor of high energy physics.

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In the swim

Carolyn O'Grady

How to Teach Your Baby to Swim. By Claire Timmermans. Heinemann £2.50. 434 78000 6. Swimsong for the Family. By Julie Huyle. Lutterworth Press £1.95. 07188 7010 7.

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Satirist as teacher

Roman Satire. By A. G. McKay and D. M. Shepherd. Macmillan Education £4.50. 333 12878 2.

Social Values in Classical Athens. By N. R. E. Flaher.

Dent, Everyman's University Library (Ancient World Series). £3.95. 0 460 10630 9 and £2.25. 460 11630 4.

Anthologies as stimulating as those make a wish I had been born, and educated, 10 years later. Original language collections on a theme, like McKay and Shepherd's *Roman Satire*, give the study of that theme an exceptional opportunity for balance and interest. Instead of sweating through one satirical author in term, classes can now fill in all through Juvenal, Horace, Petronius, Persius and Seneca's *Apocolocyntosis*, excerpted in good long chunks, heralded by sensible

introductions and accompanied by good notes and the right discussion questions. "How genuine do you think Juvenal's indignation is? What, if anything, makes you suspect that it may be a pose or mask?"

Inevitably, the extracts total around 4,000 lines, which is a drawback. The book is better suited to reading, with a translation, by students who have little time or little Latin, rather than to a teacher constraining at 50 lines an hour. To use any part of the book would spoil its great virtue, comprehensiveness; and what class can afford more than a term in satire? Still, having worked through considerations of the satirist as teacher, as parodist, as autobiographer, and as commentator on city life, sex and etiquette, they will have covered the subject and read some of the most important and enjoyable texts, from Claudius' limping, even in *Maecius* to Juvenal III, X, and even IX (unexpurgated).

The Ancient World Source Books, published under the general editorship of Peter Walcot, are gradually covering the most important social and political topics of antiquity by assembling relevant extracts from classical authors in translation. Here again, the pieces are long enough to sustain interest and, in this volume at least, are often refreshingly unfamiliar, juxtaposing forensic oratory by Lysias, Isaeus and Demosthenes with inscriptions and the scene of the lunatic in Aristotle's *Phaedrus*. The subject is diffuse, but implicit ideas of Athenian's social obligations as a citizen, and of the status of various strata of society, emerge to form a particular N. R. E. Flaher's masterly essay on the Good Citizen, carefully defining Greek terms of moral approval, will ensure that students' translations of words like *hubris* and *ephebeia* cannot hide behind clichés any more.

Anthony Masters

Key texts for business studies

The Economy and Decision-Making. By P. Donaldson and J. Clifford. Longman £2.25. 582 35546 X. Teachers' Guide £1.15. 582 35553 2.

Decision Making in Organisations. By J. Clifford. Longman £2.95. 582 35539 7. Teachers' Guide £1.25. 582 35554 0.

Problems in Business Communication. By C. J. Parsons. Edward Arnold £1.95. 7131 0167 6.

People and Performance. By Peter Decker. Heinemann £3.95. 434 90400 7.

Introduction to Business. By Michael W. Hodggett. Addison-Wesley £11.20. 201 02857 2.

The first two titles are key books written for the Cambridge Board A-level syllabus in business studies. Donaldson is a veteran writer on elementary economics, always stimulating and ready to suggest new approaches. In *The Economy and Decision-Making* he has worked with the director of the business studies project to produce an unusually thorough treatment of the role of government in the economy, and its impact on business organisations.

One shows why and how governments take decisions about the economy. Each chapter has a number of revision questions, essays, exercises and case studies. While the treatment of the subject is usually orthodox, the explanation of the circular flow of income is especially neat; the case studies show a lively imagination, contrasting the role of the government in two mythical countries, Metuland and Perland, and building on the model of the development of the television series *Peter Donaldson's Illustrated Economics*.

Part two outlines those elements of economic theory that are relevant to an understanding of government policy, and describes the main tools of government economic intervention, showing how they can be used to control business decisions. The final section consists of extended case studies on how government action has affected the house-building, foreign travel, and industries. The teachers' guide consists of detailed answers to the questions set in the text, plus suggested follow-up reading.

The central text by Jim Clifford, *Decision Making in Organisations*, is becoming the standard work for

business studies and management courses. Like the rest of the series, it offers a number of case studies, one in an outstanding analysis of the decline and fall of the British motor cycle industry, and of 38 in particular. The history of scientific management is closely examined through the work of F. W. Taylor, Elton Mayo and Henri Fayol. The role of modelling is exemplified in the case of Barnes Wallis' dam-busting bombs. The model of decision-making is developed not just in relation to business activities; readers are asked to consider decisions about school, foreign holiday travel, and whether to introduce a new subject (business studies of course) into the curriculum. Clifford succeeds in presenting rigorous material with a light touch.

Problems in Business Communication presents a series of 40 cases for those working in or training for business and industry. Students should learn how to improve their powers of communication and those of the people working with them by studying these problems and by isolating the causes of breakdown. Suggested solutions are provided for a quarter of the problems.

The best of Decker's essays on management are selected in *People and Performance*, which surveys development central to the management role; and provides the basis for understanding current practice. His readable, thought-provoking analyses could well be used in conjunction with a standard management textbook. His case studies are not drawn exclusively from the United States of America; Marks and Spencer receives extended treatment. His authoritative style results in a book of a certain quality, sometimes provokes the reader to want more argument and less assertion. But on the whole, this is a sensible, humane work for all business studies students.

The flavour of the Hodggett's heavyweight *Introduction to Business* may be obtained from this remark in the preface: "Each chapter contains a biography of a famous person who has performed successfully in the area under discussion." About one-third of the book consists of pictures, cartoons, real-life examples and cases which might be helpful to United Kingdom business studies teachers, but the price and the American emphasis will not commend it to British students.

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David Whitehead

Odyssey

Greece and Its Myths: A Traveller's Guide. By Michael Sandler. Victor Gollancz £7.50. 0 575 02399 6.

Philoctetes and his wound and his bow; Polykrates and his ring (though his story, recorded by Herodotus, attends, I suppose, somewhat on the non-legendary meeting between myth and history); and a dozen other mythic tales and situations, he now, here, so completely absorbed in contemporary culture as to represent a kind of symbolic shorthand.

Mr. Sandler's rewarding book is to no way competing in point of sheer information with such a comprehensive work as Robert Graves' *The Greek Myths*. But it is simply another gloriously readable introduction to the classical and pre-classical sites of Greece and its mythological mythology. Rather than the account of a personal odyssey, both mental and physical, whose originality lies both in its author's total immersion in the subject and in his well-known place in the world of letters.

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Biological assessment

Peter J. Baron

Diagnostic Testing in Advanced Biology. By R. E. Lister. Hodder and Stoughton. Complete Volume (with answers) £2.25. Test Volume £1.45.

A Level Biology Structured Questions. By J. Trotter. Blackie. Questions £1.40. Answers £1.75.

Biology Crosswords. By V. E. Pearson and H. G. Grapel. Oxford University Press £7.50. 019 91 40537 7.

Examinations are hated by many students but they do not necessarily feel that way about questions for their class. Tests form a normal part of the assessment routine, and an almost essential element of the revision procedure for many formal examinations.

Mr. Trotter's former chief examiner in

biology and a pre-

UNIVERSITIES Appointments continued

GLASGOW
The University of Glasgow is recruiting a Lecturer in Zoology. The successful candidate will be required to teach and supervise students in the Department of Zoology. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, University of Glasgow, Glasgow G12 8QQ. Closing date 1st September 1978.

SOUTH PACIFIC

THE UNIVERSITY
Applications are invited for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, University of the South Pacific, P.O. Box 11, Suva, Fiji. Closing date 1st September 1978.

Fellowships Studentships and Research Awards

EDINBURGH

THE UNIVERSITY
Applications are invited for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, University of Edinburgh, Edinburgh EH8 8JH. Closing date 1st September 1978.

BERKSHIRE

THE UNIVERSITY
Applications are invited for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, University of Berkshire, Reading RG1 2AA. Closing date 1st September 1978.

GLASGOW

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Assessment Centres

LIVERPOOL (City of)
Applications are invited for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, City of Liverpool, Liverpool L1 1AB. Closing date 1st September 1978.

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Warwickshire Education Committee TEMPORARY TRAINING ASSISTANTS (2 posts)

Applications are invited from suitably qualified candidates for appointment as temporary Training Assistants based at Honey Hall Residential Youth Centre, near Kenilworth.

WARWICKSHIRE

The temporary posts are established as part of the County's programme for the young unemployed and they will be concerned mainly with organising short residential courses, personal counselling and giving general support to the programme in Warwickshire. Candidates should have relevant training in youth work, teaching or the social sciences and should have experience of running residential courses.

WARWICKSHIRE

The appointments will be for one year from September 1978, and the salary will be within the range £3,071-£3,818, which is based on the N.C. scale for Youth Leaders and Community Centre Wardens, according to qualifications and experience.

WARWICKSHIRE

Further details and application forms may be obtained from the County Education Officer (rel. 8F/AD), 22 Northgate Street, Warwick CV4 4SR, telephone 0454 43431 (extension 2362). Closing date for applications: 7th September, 1978.

WARWICKSHIRE

Applications are invited for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, University of Warwick, Coventry CV4 7AL. Closing date 1st September 1978.

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Dr. Barnardo's—Midlands offer a job that is different

Applications are invited for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, Dr. Barnardo's, Birmingham B1 1AB. Closing date 1st September 1978.

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GOVERNMENT OF BERMUDA MINISTRY OF EDUCATION

Applications are invited from qualified teachers and university graduates who hold a recognised teaching qualification for appointment as Secondary:

GOVERNMENT OF BERMUDA

1. Geography
2. General Subjects (Remedial) with Geography

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Applications are invited from qualified teachers and university graduates who hold a recognised teaching qualification for appointment as Secondary:

Overseas Appointments

SPAIN
Young people (18-25) are invited to apply for the post of Lecturer in Education. The successful candidate will be required to teach and supervise students in the Department of Education. The post will be for a minimum of 3 years. Applications should be sent to the Director of Staff, Ministry of Education, Madrid 28014. Closing date 1st September 1978.

SPAIN

Applications are invited from qualified teachers and university graduates who hold a recognised teaching qualification for appointment as Secondary:

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JAPAN

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City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

SOCIAL SERVICES DEPARTMENT
is developing a
NEW DESIGN FOR CARING
and requires a
CHIEF TRAINING OFFICER

CITY OF WAKEFIELD

Salary P01(F) £6,513-£7,230 (including supplement)
In line with a team of four training officers equipped with Training Centre, Library, Audio and Visual Aids, Video and film equipment. Providing in-service and post-training services to a fully qualified professional staff and participating in the aim to achieve a similar standard in respect of the residential, domiciliary and day care sectors.

CITY OF WAKEFIELD

For informal discussion please contact J. Williams (Wakefield 70211, Ext. 8103).
Requirements for application forms and further information (accompanied by S.A.E.) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to be received by 6.3.1978.

CITY OF WAKEFIELD

Applications are invited for the following posts—
2 CAREERS OFFICERS
One of whom will have special responsibility for helping unemployed young people with particular reference to the New Government Special Scheme and, one whose duties will specifically include dealing with and offering services to the Unemployed, City Priority Area Teams, Probation Groups and other organisations dealing with young people.

CITY OF WAKEFIELD

The salary will be within the range AP3/4 (AP3 £3,420-£3,818; AP4 £3,818-£4,212; AP5 £4,212-£4,606; AP6 £4,606-£5,000; AP7 £5,000-£5,394; AP8 £5,394-£5,788; AP9 £5,788-£6,182; AP10 £6,182-£6,576; AP11 £6,576-£6,970; AP12 £6,970-£7,364; AP13 £7,364-£7,758; AP14 £7,758-£8,152; AP15 £8,152-£8,546; AP16 £8,546-£8,940; AP17 £8,940-£9,334; AP18 £9,334-£9,728; AP19 £9,728-£10,122; AP20 £10,122-£10,516; AP21 £10,516-£10,910; AP22 £10,910-£11,304; AP23 £11,304-£11,698; AP24 £11,698-£12,092; AP25 £12,092-£12,486; AP26 £12,486-£12,880; AP27 £12,880-£13,274; AP28 £13,274-£13,668; AP29 £13,668-£14,062; AP30 £14,062-£14,456; AP31 £14,456-£14,850; AP32 £14,850-£15,244; AP33 £15,244-£15,638; AP34 £15,638-£16,032; AP35 £16,032-£16,426; AP36 £16,426-£16,820; AP37 £16,820-£17,214; AP38 £17,214-£17,608; AP39 £17,608-£18,002; AP40 £18,002-£18,396; AP41 £18,396-£18,790; AP42 £18,790-£19,184; AP43 £19,184-£19,578; AP44 £19,578-£19,972; AP45 £19,972-£20,366; AP46 £20,366-£20,760; AP47 £20,760-£21,154; AP48 £21,154-£21,548; AP49 £21,548-£21,942; AP50 £21,942-£22,336; AP51 £22,336-£22,730; AP52 £22,730-£23,124; AP53 £23,124-£23,518; AP54 £23,518-£23,912; AP55 £23,912-£24,306; AP56 £24,306-£24,700; AP57 £24,700-£25,094; AP58 £25,094-£25,488; AP59 £25,488-£25,882; AP60 £25,882-£26,276; AP61 £26,276-£26,670; AP62 £26,670-£27,064; AP63 £27,064-£27,458; AP64 £27,458-£27,852; AP65 £27,852-£28,246; AP66 £28,246-£28,640; AP67 £28,640-£29,034; AP68 £29,034-£29,428; AP69 £29,428-£29,822; AP70 £29,822-£30,216; AP71 £30,216-£30,610; AP72 £30,610-£31,004; AP73 £31,004-£31,398; AP74 £31,398-£31,792; AP75 £31,792-£32,186; AP76 £32,186-£32,580; AP77 £32,580-£32,974; AP78 £32,974-£33,368; AP79 £33,368-£33,762; AP80 £33,762-£34,156; AP81 £34,156-£34,550; AP82 £34,550-£34,944; AP83 £34,944-£35,338; AP84 £35,338-£35,732; AP85 £35,732-£36,126; AP86 £36,126-£36,520; AP87 £36,520-£36,914; AP88 £36,914-£37,308; AP89 £37,308-£37,702; AP90 £37,702-£38,096; AP91 £38,096-£38,490; AP92 £38,490-£38,884; AP93 £38,884-£39,278; AP94 £39,278-£39,672; AP95 £39,672-£40,066; AP96 £40,066-£40,460; AP97 £40,460-£40,854; AP98 £40,854-£41,248; AP99 £41,248-£41,642; AP100 £41,642-£42,036; AP101 £42,036-£42,430; AP102 £42,430-£42,824; AP103 £42,824-£43,218; AP104 £43,218-£43,612; AP105 £43,612-£44,006; AP106 £44,006-£44,400; AP107 £44,400-£44,794; AP108 £44,794-£45,188; AP109 £45,188-£45,582; AP110 £45,582-£45,976; AP111 £45,976-£46,370; AP112 £46,370-£46,764; AP113 £46,764-£47,158; AP114 £47,158-£47,552; AP115 £47,552-£47,946; AP116 £47,946-£48,340; AP117 £48,340-£48,734; AP118 £48,734-£49,128; AP119 £49,128-£49,522; AP120 £49,522-£49,91

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3EL, returnable by 29th August, 1978.

From Russia with accuracy?

Christopher Griffin-Beale



Stalin with Nikolai Yezhov, his Secret Police Chief.

Stalin—The Red Tser (LWT to ITV network, Sundays, 12.30-13.15)

To devote a series of five programmes—four hours of television time—to Stalin, and the period of Russian history he dominated, is a worthy achievement, only diminished by scheduling it being in the middle of Sunday lunchtime. However, strongly one commends it, the unfortunate suspicion remains that only those possessing considerable interest in Soviet history, a home video recorder, or an indifference at Sunday lunch, will see it.

Producer Paul Neuberg and collaborators have assembled archive film, stills, posters and come personal reminiscences from a few who somehow survived the experience of working with, or being persecuted by, Stalin. Last Sunday's first programme, set the scene following Stalin's early life and the course of Russian history through the Revolution and Civil War to Lenin's death. The second programme, next Sunday, starts with the famous, evocative footage of Lenin's funeral and follows Stalin's ascent to power, to secure his own omnipotent position against all rivals, to conclude with another, more ambiguous funeral, that of Stalin's wife, Nadezhda Alliluyeva who shot herself.

The series is watchable and informative. Any criticism centres less on its historical interpretation of Stalin and the period than on its style and its deployment for serious ends—of the archive compilation film, where original footage is used as one element to tell a

historical story. Themes's *World at War* set a standard by which subsequent series in this genre must be judged. Although honourably committed to popularizing and to employing an efficient narrative structure within each episode, *World at War*'s producer, Jeremy Isaacs, and his collaborators (untaboo associate Jerry Kuehl) made two significant concessions to academic scruples. They were punctilious in checking the provenance of all archival material and in explicitly telling the audience when any doubt remained. And they centred—within the narrative flow—to give the audience some sense of doubt, complexity and even divergent opinions about historical events.

Although *Stalin* is treating a narrower topic in more detail, it is not yet clear that it will maintain the sophistication at *World at War*, even though Stalin's unending re-writing and falsification of history reles the most intense historiographical problems in treating any evidence from the period. The footage itself—some inevitably familiar, some newly discovered—has been enterprisingly and intelligently researched. It gives a good sense of period and often much more: Stalin's complacent gesture, quelling the adulation of his listeners at a meeting, speaks volumes. But much of the time the film is simply accompaniment to the highest class, contemporary music, or else it furnishes raw material for metaphors constructed in the cutting-room. Juxtaposing shots of Stalin with a sequence of a Tser's coronation (seemingly from a colour cinema version of Boris Goudarov) is hardly subtle, though

it underscores the valid implication of the series' title—that much in Soviet history represents a continuation of Tsarist methods. The commentary's heightened prose style—admittedly overwritten if set down in cold print—is just acceptable. What offends is rather the dogmatic style with which the programme's interpretation is delivered in a disembodied, perhaps suitably steady voice, recounting with the authority of ex cathedra statements. One does not want to defend Stalin (heaven forbid) but rather to paint up the complexity of history.

For all the fascination of archive footage, what communicates most vividly and represents the earliest most obvious historical contribution, is the eye-witness testimony. One aside at Stalin recalls Zinoviev's mendaciously dispoled at Lenin's will with its inconvenient criticisms of Stalin. Lenin would be obeyed but fortunately his fears of Stalin were unfounded. Zinoviev's audience lowered their heads, aware this was not true and Stalin looked out at the window, waiting to see if the play worked.

An engineer—a young enthusiast in the Caucasus at the time—spells out the contemporary men-in-the-sky's understandable reaction to shrewdly of alleged "saboteurs": they must have done something, there's no smoke without fire. And a Ukrainian peasant's description of the back-breaking conditions in forced labour building the Volga-White Sea Canal, communicates far more than the film shots accompanying it—but then this, like so much else in Soviet-made film, was intended to tell a very different story.

Michael Clarke

Colour tested

From: *Mapet to Toulouse-Lautrec*, British Museum

The exhibition of late nineteenth-century lithographs at the British Museum is a magnificent show. Almost every print was given to the museum by the department's former keeper, Campbell Dodgson, who, after his appointment in 1912, began deliberately collecting works of art. The result was the department's collection of the late nineteenth-century lithograph. This result was the department's collection of the late nineteenth-century lithograph. This result was the department's collection of the late nineteenth-century lithograph.

work was relatively unknown and neither was involved in what became the vital issue—colour. Chromolithography meant the commercial use of colour for advertising, packaging and the reproduction of paintings. What the artists of the late nineteenth century wanted was an original use of colour without the conventions of roughly graded reproduction which ruled its effects. It is precisely these new elements of the late nineteenth-century lithograph which are now and which impressively become a new way of art, but dealers and collectors insist on limited editions. *Pierre Offenbach* was their guarantee of rarity and the reason why we must go to the British Museum now. The exhibition runs until October 1st.

Ballet
Dazzle them
with footwork

Rosemary Hartill

By the end of next week about 220 young dancers from all over Britain, but especially Yorkshire, will have taken part in a residential ballet course that five years ago would have been beyond the hopes of both themselves and their teachers. The annual three-week course held for the fourth time this year at Ilkley College of Education is unique in this country, not only for bringing together a group of teachers and lecturers whose collective knowledge and experience can be found nowhere else outside the world's major ballet companies and schools, but also because it is open to any student over 10 years old, whatever his or her standard or potential, who applies early enough.

David Gayle, ex-Royal Ballet, who was born in Ilkley 36 years ago, is the founder and director of the course. He began by organizing classes in a local church hall, but the breakthrough came when he persuaded Dame Alicia Markova to teach at, and Dame Ninette de Valois to open, his first residential course in 1975. With their names established, others soon followed. This year teachers include Dame Alicia, Hons Brenne, Ballet Master for the Royal Danish Ballet, and leopold, and ex-Danish Ballet, Bjorn Bjornson. Principal Dancer of the Royal Danish Ballet, Jean Lewson, Welter Trevor and Sera Nell from the Royal Ballet School, Peter Clegg, Ballet Master of the Northern Ballet Theatre, and Mademoiselle Danilova, one of the Royal Ballet's great ballerinas, who was glimpsed teaching in the film *The Turning Point*.

Madame Danilova today teaches at the School of American Ballet in New York. She has a reputation for being loved by her pupils and, in Ilkley, it is not hard to see why. At 74, dressed in a blue leotard and chiffon skirt, she was out to the floor demonstrating and teaching and of Pavlova's varietal from Pequita (she was Pavlova's deuce when she was nine). Her teaching style is a mixture of the inspirational and that brooding dawa-to-earth common sense so typical of her

countrymen. "If you dance and look at the audience all the time, she says in her Russian accent, slowness as she speaks, "you drive public crazy. Look in space. That is very important." Her words clearly: "We do not yet believe that women's organization, like women, or women's liberation. We are very fragile and very beautiful. An interpretative point, yes, but also a practical one. It means the boys feel the rest."

Fragile and beautiful the students aim to be, but they also have to be hard-working. "You have to be prepared," says Peter Clegg, "for the day the choreographer says, 'Let's dazzle them with the footwork.' Don't panic, just think. Classes are followed each evening by demonstrations from members of the Royal Ballet and lectures from other eminent members of the ballet world. This year a photographic exhibition to memory of Madame Karavina has been mounted by Philip Dyer, Ballet Advisor to the Theatre Museum at the Victoria and Albert.

In the first week a party of 14 came all the way from Dorset to take part in this feast. "We could never have a course like this back home," said one. Another estimated the cost of the round trip at about \$1,400 (including clothes). Her family had been seeing for six months.

"It does not matter if they do not understand all we say," says Madame Danilova. "I know now I cannot teach them, but I think Vaganova taught me, and I think 'Ah, now I know what she meant'. They, too, will understand later."

The all-in weekly fee for the first week is £20.10 and for non-residents £45.60. LA grants are sometimes available. For teachers who want to share, fees are respectively £75.82 and £22.86. Parents must attend for free. For further information write to David Gayle, 17 St Helen's Way, Ilkley, Yorkshire LS29 8NP.

Schools prom choice

More than 750 young musicians from five to 19 years of age will perform in the 1978 Schools Proms at the Royal Albert Hall on 27, 28 and 29 November, representing the following school and youth music groups:

- Aylestone School Recorder Consort, Herefordshire
- Barnet Schools Brass Band, Herts
- Burton Youth Big Band, Staffs
- Ceredigion Chamber Orchestra, Abirhywyth
- Chelmer Valley High School Obse Quartet, Chelmsford
- Coed Eva Infante's Schools Recorder Group, Gwent
- Crownwell Sunday Noon Group, London N6
- Croydon School Cante for Wind Players, First Orchestra, Surrey
- Cullis Music Centre Percussion Ensemble, Abardene
- Darlington Youth Big Band, Co Durham
- Dancaster Youth Jazz Orchestra, Yorkshire
- Dwyr-Felth Bass Choir, Neeth
- Elmwood Steel Band, Surrey
- Elmwood School of Music Orchestra, Surrey
- Francis Bacon School, Herts
- King Edward VI College Orchestra, Stourbridge (West Midlands)
- Long Riding Junior School Orchestra, Essex
- Morden Bridge Middle School Recorder Ensemble, Tyne and Wear
- Northamptonshire County Youth Orchestra
- Pitchway Church of England Primary School Handbell Ringers, Bristol
- St Dominics Recorder Group, London NW5
- St Oswalds Roman Catholic Primary School Recorder Group, Gateshead
- Southernham Flute Quartet, Hants
- South Nottinghamshire Music School Orchestra
- Surrey County Wind Orchestra
- Surrey County Wind Quartet
- Weyford School of Music Youth Orchestra, Herts
- William Rhodes Secondary School Brass Band, Derbyshire
- Wells Cathedral School String Duo, Somerset
- Young Recorder Players of London

Edinburgh Festival

Things to come

David Self

Once again it's Festival time in Edinburgh—three weeks which always seem to surprise that respectable city, but which as usual will contain literally thousands of artistic events ranging from the noble and inspiring to the ghastly and the boring.

Anyone who has ever been to (or been involved in) the Festival will have his or her own cherished memories, be they of grand social evenings of prestigious operatic first night less-than-ideal on-stage, or of the night when the most demure you know, so I'll have to charge you the panel rate, explaining in continental visitors about peroxide and licensing laws, nepotism, a Princess Street suddenly overflowing with pipes, drums and shortbread, and (of course) watching the Tootoo in the rain.

For many, the Military Tattoo is the Festival. And if only the critics were less parochial, they, too, would recognize that in terms of music, dance and sheer spectacle it is one of the greatest and most accessible artistic events of the year. This year's guests include the Royal Hong Kong Police, the Leicestershire Regiment, the Women's Royal Army Staff Band—all well worth climbing up to the Castle Esplanade to see, even if you're not a militarist.

If the Tattoo is one obvious event to attend, selecting from the others is daunting for both the regular Festival-goer and the first-time visitor. The latter must begin by appreciating that there are few such appreciating festivals going on in the city (official, unofficial, fringe, film, television), and that few programmes remain constant through the three weeks.

This year, more than ever before, Fringe events have gone under way. The official opening which is the Saturday (service in St. Giles' Cathedral at 3 pm, followed along Princes Street at 6 pm), but the first week officially runs till August 26, Week 2 from August 27 to September 2, and Week 3 September 3.

Opera traditionally dominates the Festival and this year is no exception. The specially formed Edinburgh Festival Opera will be staging *Blaise's Carnet* (various dates, Weeks 1 and 2); and Scottish Opera are reviving their production of Debussy's only opera *Pelléas et Mélisande* (Week 1). From the Conservatoire of the City of Edinburgh, Edinburgh to give *Choebe's Juana* (Week 3).

Monteverdi operas (Weeks 2 and 3), while the Frankfurt Opera are being brought over to give just two performances of Jenček's *Katyn Kolomoj* (September 7 and 9).

Visiting orchestras include the London Philharmonic (Week 1), the London Symphony (Weeks 1 and 2), the BBC Symphony (September 2 and 3) and from abroad come the Dresden Staatskapelle and the Chicago Symphony Orchestra (both Week 3). The opening concert this Sunday evening is given by the International Youth Orchestra and Chorus with young soloists from Russia, Poland and Hungary.

There is also a full programme of recitals, chamber music and exhibitions, together with a number of poetry and prose readings—including the inevitable Burns but also more varied anthologies from Fawcett Floding, Diana Rigg and Frank Muir.

Many people will always recall the great art exhibitions of earlier Festivals—those of the French Impressionists and the never-to-be-forgotten Epstein exhibition. Such splendours have been in short supply in recent festivals, but this year, Dr Armand Hammer is bringing his private collection for display at the Royal Scottish Academy. It promises to be an education in the history of art—from Rembrandt and Rubens to Renoir—as well as an unmissable delight.

Also featured will be the manorial sculpture, Glenholme, at the Royal Scottish Museum; and two exhibitions of very different European themes: Bulgarian icons at the Scottish Arts Council Gallery in Chelate Square and Russian non-objective art at the Scottish National Gallery of Modern Art.

This year's Fringe programme looks as though it is also to be an attended paid to it than is usual. A specially formed company, Edinburgh Festival Productions, is taking on this intimidating Assembly Hall and staging Shakespeare's two "major" plays, *Hamlet* and *Macbeth*. *Night's Dream* and *The Tempest* in repertory throughout the three weeks, both directed by David Gille and starring Albie Dobie.

A new venue being used this year is Daniel Stewart's Cellville Theatre in Queen's Park. In the sort of space used in Elizabethan times, here the RSC will be staging *Twelfth Night* and also *Choebe's Juana* (Week 3).

At Rutherford they wondered whether the east of pure, timeless research could be justified. Most agreed with the Keble student who said she would rather scrub floors than work for the Ministry of Defence, although one or two and angry that they doubted whether they, or she, would be able to end by those principles for long.

Making the programme an exciting and illuminating but also confusing for the children. "It's been made the decision easy, easier," said one, "we're going for choice now." But they had been able to cancel some previous ideas and to admit some new ones, and they certainly realized how important qualifications are.

For the ordinary viewer, though, the not much on this horizon. The children were shown asking from finding out much about what's going on in the world, but the creative manner is dry documentary as we get the worst of both worlds. But for children who are confused about how to begin on a career decision, making it all, there should be considerable gain.

If you're not keen on either Shakespeare or Russian drama, then you must turn to the Fringe. Here you have a choice of over 500 plays, recitals, dance programmes, revues and concerts (including 148 world premieres) together with 30,000 performances at a bewildering variety of times from 10 am through till 2 am, you need the help of a computer (as well as a City Transport bus map) to sort out your own particular cultural itinerary, assuming of course that you can decide what you want to see.

University and college productions are the least predictable—a group may be only a pale image of last year's excellence, while new talent can revive a feverishly jaded or self-indulgent company. There are other subtle and rapid changes of personnel. For example, the team that presented what was generally agreed to be the best last night revue last year, *Bristol Cream*, are back with a new revue, *The Nightingale Girl* in the School, at the same venue as last year (Heriot Watt Theatre, Grindlay Street).

Now they are no longer called Bristol Revue but the Bristol Express Theatre Company—but Bristol Revue's name is still in Edinburgh with a revue claiming to be the successor to last year's hit. After several years of staging Shakespeare and modern "classics", Gloucestershire Youth Theatre presents "a spectacular space musical", *Neva, Esther and Gloucestershire* are in Edinburgh only during Week 1.

Two of Edinburgh's permanent theatres offer interesting Festival programmes—at the Lyceum Little Theatre there is *Edward II*, a study of Marlowe called *All About Fire* and a new production of *Stewart's* play about the Edinburgh witchcraft trials *The Burning*. Among the attractions at the Traverse is a new David Pownall play *Livingstone and Sechele* (Weeks 2 and 3) and a rock musical (in German) from Berlin about actual leaders *Die Halste Ja im Kopf Nicht* (Week 2).

Oxford normally present a varied programme with supreme confidence and competence. This year's highlights look like being an adult reworking of *Crimin's Fairy Tales* and a new play by Sam Shepard—a musical fantasy called *Mad Dog Blues* which has already been a hit in Greenwich, United States.

Cambridge University has a fairly aggressive programme, staged by four companies, including the lovable *Footlights* (net Week 3), and two other revues *Clois Encounters* of the Fringe Kind (presented by the Cambridge Mammals) and *Grass* (presented by the Third Kind (presented by Irreverent Brain Damage) (both Weeks 1 and 2 only). Meanwhile, Cambridge University ADC is offering the first performance of a play for which the advertising material already mentions to quote a TES review.

Well worth seeing will be the impressive repertoire of the National Student Theatre Company (10 plays in two theatres). Seek out especially *Principles* (about school life and the Fringe) and the crudely and obsessively of a group of teachers who... rehearse



their teaching tactics with each other" and *Muggins*, a sixth form view of education which was a highlight of this year's Student Drama Festival.

Various other school and youth theatre productions can be seen on the Fringe. Edinburgh Youth Theatre presents a musical, *Jack the Ripper* (Weeks 1 and 2); Redbridge Youth Theatre is reviving *The Matrygila* (Week 2); and Baber Youth Theatre is offering a rock musical drama based on Paul Gallico's story *Love of Seven Dells*. After several years of staging Shakespeare and modern "classics", Gloucestershire Youth Theatre presents "a spectacular space musical", *Neva, Esther and Gloucestershire* are in Edinburgh only during Week 1.

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The Richard Demarcus Gallery offers a range of productions, including seven premieres, at least one of which is likely to become a talking point of the Festival; and Midway Little Theatre Club offer a number of new comedies which promise to be agreeable but by no means underweight entertainment.

Among the oddities is an opera about witchcraft, sex and Chinese food, set in East Lothian, and called *The Cow, the Witch and the Schoolmaster*; a return visit from a group called *Geriatric* with two plays about school life and the Fringe; and the *Farndale Avenue* Housing Estate Townswomen's Guild Dramatic Society's

musical to Hollywood *The Farndale Folies*. After which one can only turn to a group from Windieser Cullego who are presenting *Drawing Room Tragedy* (Week 1) which is described as "a long-awaited return to musical drama."

The pleasure of the Festival however is making your own discoveries: it's a pity that so many Fringe-goers visit only those shows in the centre of town—there are plenty of other productions worth seeking out which lack nothing but an audience.

Official Festival Box Office: 21 Market Street, Edinburgh EH1 1BW (Summary leaflet free, souvenir programme £1).

Tattoo Booking Office: 1 Cockburn Street, Edinburgh EH1 1QB.

Fringe Box Office: 170 High Street, Edinburgh EH1 1QS (Programme free, full guide 50p, information 031 226 5257).

Film Festival (Weeks 1 and 2 only): Film House, 88 Lothian Road, Edinburgh EH3 9DZ.

City of Edinburgh Accommodation Service: 1, Cockburn Street, Edinburgh EH1 1BT.

Accommodation in the University Hall of Residence: Deputy Steward, Pollock Halls of Residence, 18 Holyrood Park Road, Edinburgh EH8 5AV.

Margaret Dent

to

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August 25-31st

"Our Marie"

September 1st-5th

"Shakespeare's 'Wonderful Women'"

September 6-9th

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11 Peter Pan—2.0 pm.

St. George's West Church Hall, Edinburgh. Free.

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Book at Edinburgh Workshop, George Street, Fringe, or at 1101.

INTERNATIONAL

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Daily Aug. 21st-Sep. 9th (ex. Sun.)

"Noodle the Loch Ness Monster"—10.30 am.

St. George's West Church Hall, Edinburgh. Free.

(off Princes Street West End)

Book at Edinburgh Workshop, George Street, Fringe, or at 1101.